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ABSTRACT

This report explains federal programs for children with exceptionalities and reviews federal financial support for special education and gifted programs. It analyzes Individuals with Disabilities Education Act (IDEA) programs with information on 2003 appropriations, authorizing provision, purpose, who receives funding, kinds of activities supported, recent funding history, and funding considerations. Programs covered include: state and local grant programs, preschool grants, early intervention programs, and support programs (state program improvement grants, administrative provisions, research and innovation, personnel preparation, studies and evaluations, technical assistance and information dissemination, technology development and media. Similar information is provided for gifted and talented grants. The report includes stories about children with exceptionalities who benefit from early intervention, preschool, special education, gifted programming, and support programs to convey the necessity of continued funding for fiscal year 2004 and subsequent years. Also included in the information given on each program is the Council for Exceptional Children's (CEC's) recommendation on 2004 program funding levels. CEC calls on Congress and the administration to increase federal spending for programs for children with exceptionalities over the next 6 years and to move funding for the Individuals with Disabilities Education Act (IDEA) out of the discretionary budget and into mandatory spending. (CR)

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Federal Outlook for Exceptional Children: Budget Considerations and CEC Recommendations, Fiscal Year 2004

Council for Exceptional Children

March 2003

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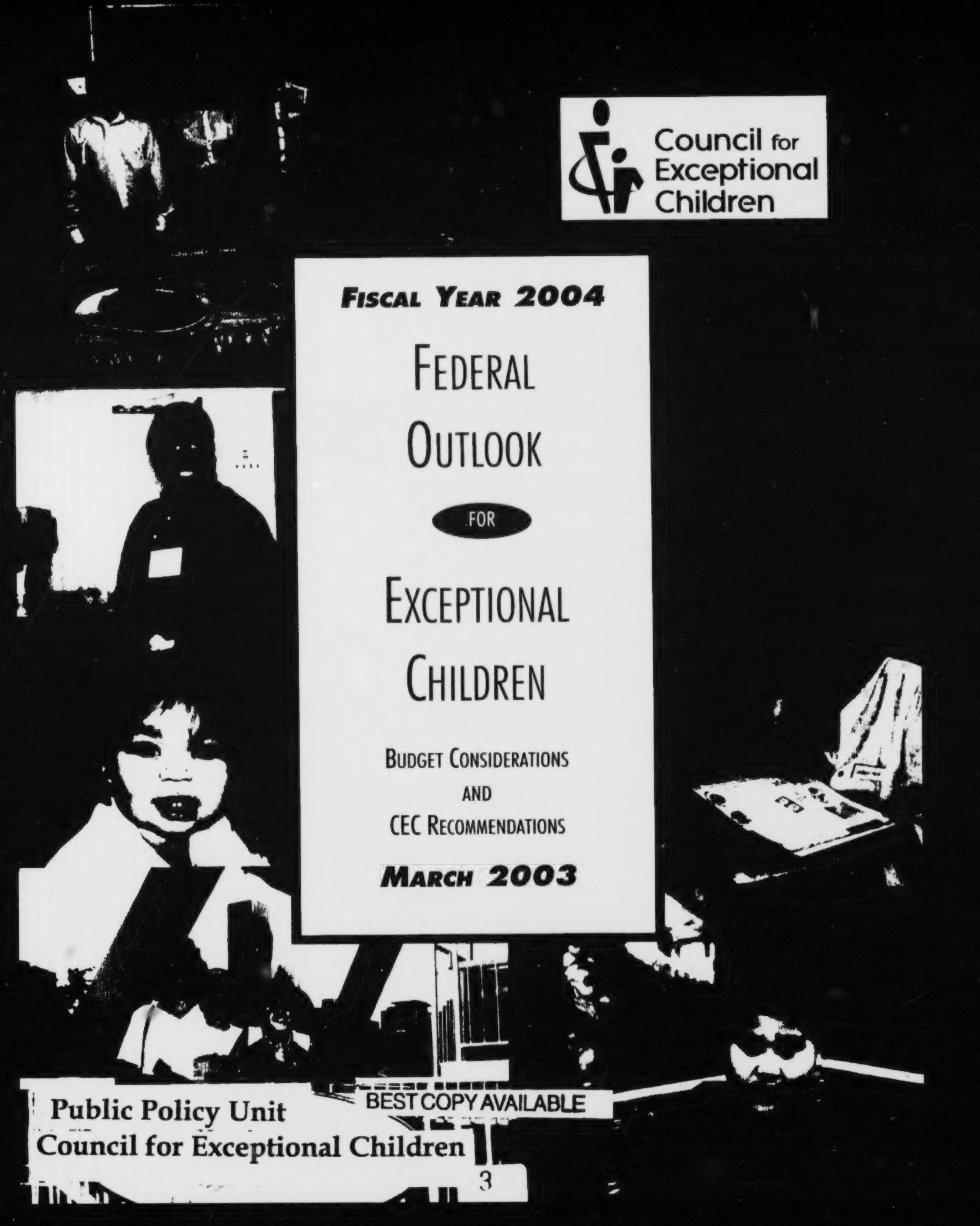

Council for Exceptional Children

FISCAL YEAR 2004

FEDERAL OUTLOOK FOR EXCEPTIONAL CHILDREN

BUDGET CONSIDERATIONS AND CEC RECOMMENDATIONS

MARCH 2003

Public Policy Unit
Council for Exceptional Children

The Council for Exceptional Children

CEC: Leading the Way

The Council for Exceptional Children (CEC) is the largest professional organization committed to improving educational outcomes for individuals with exceptionalities. CEC accomplishes its worldwide mission on behalf of educators and others working with children with exceptionalities by advocating for appropriate government policies, setting professional standards, providing continuing professional development, and assisting professionals in obtaining conditions and resources necessary for effective professional practice.

CEC: The Unifying Force of a Diverse Field

A private nonprofit membership organization, the Council for Exceptional Children was established in 1922. CEC is an active network of 59 state/provincial units, 17 special-interest divisions, hundreds of local chapters and subdivisions, and more than 50,000 individual members in the United States and 82 other countries.

The CEC Information Center: International Resource for Topics in Special and Gifted Education

The Council for Exceptional Children is a major publisher of special education literature and produces a comprehensive catalog semiannually. Journals such as *TEACHING Exceptional Children* and *Exceptional Children,* and a newsletter, *CEC Today,* reach over 100,000 readers and provide a wealth of information on the latest teaching strategies, research, resources, and special education news.

This annual publication provides up-to-date information on appropriation considerations for federal programs directly affecting special education. CEC is pleased to present its recommendations to assist policy makers and others concerned with the provision of appropriate services for children and youth with exceptionalities.

Council for
Exceptional
Children

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Federal Outlook for Exceptional Children

MARCH 2003

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TABLE OF CONTENTS

Foreword
Budget Overview 1
FY 2004 Appropriations Request for Federal Programs for the Education of Exceptional Children 3

Individuals with Disabilities Education Act (IDEA)

State and Local Grant Program (Part B) 7
Preschool Grants (Section 619) 35
Early Intervention Program (Part C) 47
Support Programs (Part D) 59
    Subpart 1–State Program Improvement Grants 65
    Subpart 2–Administrative Provisions 71
    Research and Innovation to Improve Services and Results for Children with Disabilities 77
    Personnel Preparation to Improve Services and Results for Children with Disabilities 85
    Studies and Evaluations 97
    Coordinated Technical Assistance, Support, and Dissemination of Information 105
    Technology Development, Demonstration, and Utilization; and Media Services 121

Education of Gifted and Talented Children

Gifted and Talented Grants 129

FOREWORD

The Council for Exceptional Children (CEC), the largest professional organization of teachers, administrators, parents, and others concerned with the education of children with disabilities, giftedness, or both, annually publishes the *Federal Outlook for Exceptional Children*. The *Outlook* is designed to explain federal programs for children with exceptionalities and the important needs that each of them meet. CEC hopes that a better understanding of such programs will lead to increased support and advocacy for services for children with disabilities and giftedness.

This *Outlook* contains descriptions of the programs in IDEA and Gifted legislation. It also includes success stories about the children who benefit from early intervention, preschool, special education, gifted programming and support programs to convey the necessity of continued funding for FY 2004 and subsequent years. Also included in the information given on each program are CEC's recommendations on program funding levels.

The Council for Exceptional Children (CEC) is advocating for greatly increased federal support for services for exceptional children. We believe that by investing in the education of our nation's children, we are enabling individual growth and productivity that will ultimately lead to financial independence and an adult life of dignity and self-fulfillment. The dollars spent on our children now are well worth the rewards both they and America will receive in the long run.

Nancy D. Safer
Executive Director

Budget Overview

The Individuals with Disabilities Education Act (IDEA) is a powerful civil rights law with a long and successful history. More than 27 years ago, Congress passed Public Law 94-142, a law that gave new promises, and new guarantees, to children with disabilities. IDEA has been a very successful law that has made significant progress in addressing the problems that existed in 1975. The IDEA Amendments of 1997 show that Congress is strongly committed to the right to a free appropriate public education (FAPE) for all children with disabilities. Nearly 6.6 million children with disabilities are now receiving special education and related services.

Federal research shows that investment in the education of children with disabilities from birth throughout their school years has rewards and benefits, not only for children with disabilities and their families, but for our whole society. We have proven that promoting educational opportunity for our children with disabilities directly impacts their ability to live independent lives as contributing members of society. Today, infants and toddlers with disabilities receive early intervention services; most children with disabilities attend school together with children without disabilities; and young people with disabilities learn study skills, life skills, and work skills that will allow them to be independent and productive adults. The number of young adults enrolled in post-secondary education has tripled, and the unemployment rate for individuals with disabilities in their twenties is almost half that of their older counterparts.

The Council for Exceptional Children (CEC) has stepped up its campaign to fully fund the Individuals with Disabilities Education Act, or IDEA. The Guaranteed Full Funding for IDEA campaign calls on the 108th Congress and the Administration to pay its full share of the cost of educating children with disabilities by passing legislation this year that guarantees full funding for IDEA within six years, or no later than FY 2009. For FY 2004, CEC is advocating a total federal annual appropriation for IDEA of $13.53 billion, including increased appropriations for the IDEA Part B Grants to States Program and preschool grants, as well as the Part C Infants and Toddlers Program and Part D support programs.

When Congress originally enacted P.L. 94-142, The Education for All Handicapped Children Act, in 1975, Congress authorized the federal government to pay 40% of each state's "excess cost" of educating children with disabilities. That amount - commonly referred to as the "IDEA full funding" amount - is calculated by taking 40% of the national average per pupil expenditure (APPE) multiplied by the number of children with disabilities served under IDEA in each state.

When P.L. 94-142 was enacted, Congress adopted a full funding formula that phased-in funding increases for IDEA over a period of 5 years, intending to reach full funding by FY 1981, with local communities and states providing the balance of funding. Over the years, while the law itself continues to work and children are being educated, the intended federal/state/local cost-sharing partnership has not been realized because Congress never lived up to its financial obligation. As a result, local communities and states have been forced to pay a higher proportion of the special education costs. But ultimately, children and families are the ones who are being shortchanged.

Children and families are shortchanged when close to 40,000 teachers without appropriate licenses teach students with disabilities each year because funds are not available to recruit and train qualified teachers. They are shortchanged when research-based educational practices are not available in schools as a result of 11 years of stagnant federal funding for educational research. And they are shortchanged when adequate funds are not available to provide developmentally appropriate early intervention services to eligible infants, toddlers, and preschool children with disabilities.

For 27 years Congress has promised to fully fund IDEA, yet funding is only at 18 percent of the national average per pupil expenditure. Congress should fulfill its promise; IDEA funding should be mandatory.

First, CEC calls on Congress and the Administration to increase federal spending over the next six years. Funding for IDEA would be moved out of the discretionary budget and into mandatory spending, which would guarantee increased federal funding. In order to reach full funding of the Part B State and Local Grant Program within six years, CEC calls on the Congress and the Administration to enact legislation this year that guarantees the following appropriation levels over six years:

- FY 2004: $11.40 billion
- FY 2005: $13.92 billion
- FY 2006: $16.44 billion
- FY 2007: $18.96 billion
- FY 2008: $21.48 billion
- FY 2009: $24.00 billion
  Full funding for Part B is reached

Second, CEC calls on Congress and the Administration to secure increased funds to promote personnel preparation, research, and other national activities that will improve educational results for children and youth with disabilities, as well as provide additional funding for preschool grants and the early intervention program for infants and toddlers. Specifically, CEC calls on Congress and the Administration to enact legislation this year to guarantee the following appropriations levels for FY 2004:

- $616 million for Part B preschool grants.
- $545 million for the Part C Infants and Toddlers Program.
- $942 million for Part D program supports.

In addition, CEC is engaged in a major effort to increase funding for the Jacob K. Javits Gifted and Talented Student's Education Act of 1988, which is authorized under the Elementary and Secondary Education Act of 1965, as well as advocating that the government expand its support for students who are gifted and talented by allocating funds for state grants to support gifted education programs and services. In order to regain the momentum that was lost under the Clinton Administration, CEC recommends an expenditure of $171 million for FY 2004 to maintain the current activities under the Jacob Javits Act as well as provide grants to states to support programs, teacher preparation, and other services designed to meet the needs of the Nation's gifted and talented students.

CEC looks forward to continuing to work with the 108th Congress to ensure that the federal commitment to education programs for children with special needs is maintained. Further, we hope that fully funding IDEA will remain a priority in the coming year.

For additional information, please contact:

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THE COUNCIL FOR EXCEPTIONAL CHILDREN FY 2004 APPROPRIATION RECOMMENDATIONS FOR FEDERAL PROGRAMS FOR THE EDUCATION OF EXCEPTIONAL CHILDREN (in thousands)

Programs	*FY 2002 Appropriation*	*FY 2003 Appropriation*	*FY 2004 Administration's Request*	*FY 2004 CEC Recommends*
Individuals w/Disabilities Education Act				
• **State and Local Grant Program**	$7,528,533	$8,874,398	$9,528,533	$11,400,000
• **Preschool Grants**	390,000	387,465	390,000	615,800
• **Early Intervention Program (Part C)**	417,000	434,159	447,000	545,000
• **Part D Support Programs**				
➪ **State Program Improvement Grants**	51,700	51,364	44,000	143,193
➪ **Research and Innovation**	78,380	77,210	78,380	215,261
➪ **Personnel Preparation**	90,000	91,899	90,000	256,146
➪ **Studies and Evaluations**	15,000	16,000	16,000	20,000
➪ **Coordinated Technical Assistance, Support, and Dissemination of Information**	53,481	53,133	53,481	148,092
➪ **Parent Training**	26,000	26,328	26,000	73,481
➪ **Technology Development, Demonstration and Utilization, and Media Services**	37,710	37,961	32,710	105,793
➪ **Part D Support Programs Total**	$352,271	$353,895	$340,571	$961,966
IDEA TOTAL	**$8,687,804**	**$10,049,917**	**$10,706,104**	**$13,522,276**
Gifted and Talented Grants				
• **Jacob K. Javits Gifted and Talented Grants**	$11,250	$11,250[1]	0	$170,000[2]

[1] CEC believes this figure may be subject to a .065% reduction due to an across-the-board cut to most discretionary education programs as enacted by the FY2003 omnibus appropriations bill.

[2] CEC has endorsed pending legislation (S. 501) proposed by Senator Charles Grassley that would continue to provide funds for research and demonstration grants, and provide for a new formula grants to states, which would then be offered to LEAs as competitive grants. For FY 04, CEC recommends a total annual appropriation of $170 million.

From: Public Policy Unit, Council for Exceptional Children, March 5, 2003

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Part B

State and Local Grant Program

State and Local Grant Program (Part B)

APPROPRIATIONS (in thousands)

FY 2000 Appropriation	FY 2001 Appropriation	FY 2002 Appropriation	FY 2003 Appropriation	FY 2004 CEC Recommendation
$4,989,686	$6,339,685	$7,528,533	$8,874,398	$11,400,000

AUTHORIZING PROVISION

The Education for All Handicapped Children Act of 1975, P.L. 94-142, Sections 611-618 (20 USC 1411-1418), as amended by the Education of the Handicapped Act Amendments of 1983, P.L. 98-199, the Education of the Handicapped Act of 1986, P.L. 99-457, the Amendments of 1990, P.L. 101-476, and the Individuals with Disabilities Education Act Amendments of 1997, P.L. 105-17. This program may still be referred to as P.L. 94-142. It is authorized at "such sums."

PURPOSE

The Individuals with Disabilities Education Act State and Local Grant Program (Part B) is the central vehicle through which the Federal government maintains a partnership with states and localities to provide an appropriate education for children with disabilities requiring special education and related services.

WHO RECEIVES FUNDING

State education agencies (SEAs) and, through them, local education agencies (LEAs) and educational service agencies are eligible for grants under this program. Each state receives the amount it received in the previous year, and its share of the remaining funds available as follows: (a) 85% of the funds are distributed based upon a state's relative population of children ages 3 through 21 as long as a free appropriate public education (FAPE) is ensured for that age range; and (b) 15% based upon the relative population of children under (a) who are living in poverty. The reauthorized legislation delineates the share of the state Part B allocation that must be distributed to local school districts and how those funds are to be distributed.

KINDS OF ACTIVITIES SUPPORTED

Close to 6.6 million children with disabilities nationwide, ages 3 through 21, are receiving special education and related services. For purposes of federal funding, students with disabilities include: students with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (hereinafter referred to as emotional disturbance), orthopedic impairments, autism, traumatic brain injury, and other health impairments, or specific learning disabilities who require special education and related services. At state and local discretion, it also includes children with developmental delay, aged 3 through 9 years.

FUNDING CONSIDERATIONS

When Congress originally enacted P.L. 94-142, The Education for All Handicapped Children Act, in 1975, Congress authorized the federal government to pay 40% of each state's "excess cost" of

RECENT FUNDING HISTORY (in thousands)

	Administration's		
Fiscal Year	*Authorized*	*Request*	*Appropriated*
1994	$10,400,000	$2,163,710	$2,149,690
1995	$11,700,000	$2,353,030	$2,322,920
1996	$12,083,270	$2,772,460	$2,323,840
1997	$13,815,610	$2,603,250	$3,107,520
1998	$14,639,123	$3,248,750	$3,801,000
1999	$15,354,920	$3,804,000	$4,310,700
2000	$15,711,160	$4,314,000	$4,989,686
2001	$17,348,443	$5,279,770	$6,339,685
2002	$18,015,984	$7,339,685	$7,528,533
2003	$19,482,064	$8,528,533	$8,874,398

educating children with disabilities. That amount —commonly referred to as the "IDEA full funding" amount—is calculated by taking 40% of the national average per pupil expenditure (APPE) multiplied by the number of children with disabilities served under IDEA in each state.

When P.L. 94-142 was enacted, Congress adopted a full funding formula that phased-in funding increases for IDEA over a period of 5 years, intending to reach full funding by FY 1981, with local communities and states providing the balance of funding. Over the years, while the law itself continues to work and children are being educated, the intended federal/state/local cost-sharing partnership has not been realized because Congress never lived up to its financial obligation. As a result, local communities and states have been forced to pay a higher proportion of the special education costs. But ultimately, children and families are the ones who are being shortchanged.

CEC RECOMMENDS

CEC recommends a $2.52 billion increase in the State and Local Grant Program for a total of $11.40 billion for FY 2004. For 27 years, Congress has promised to fully fund IDEA, yet funding is only at 18 percent of the national average per pupil expenditure (APPE). As a result, state and local governments have had to bear a disproportionate share of these costs. IDEA authorizes Congress to appropriate 40 percent of the APPE multiplied by the number of children with disabilities served under IDEA in each state.

CEC calls on Congress and the President to increase federal spending over the next six years. Funding for IDEA should be moved out of the discretionary budget and into mandatory spending, which would guarantee increased federal funding. In order to reach full funding of the Part B State and Local Grant Program within six years, CEC calls on the Congress and the Administration to enact legislation this year that guarantees the following appropriation levels over six years:

- FY 2004: $11.40 billion
- FY 2005: $13.92 billion
- FY 2006: $16.44 billion
- FY 2007: $18.96 billion
- FY 2008: $21.48 billion
- FY 2009: $24.00 billion - Full funding for Part B is reached.

With state and local governments experiencing severe cutbacks, it is becoming increasingly difficult for schools to provide the special education services needed by students with disabilities. This reality, coupled with the continually growing and appropriate emphasis on high education-

al standards for all students in our nation, demonstrates the need for an adequate federal contribution to Part B.

To effectively implement IDEA, funding is needed for extensive improvement in collaboration between special and general education. IDEA encourages, among other priorities, comprehensive teacher training; new materials and resources for teachers and students, such as those that employ universal design; and effective alternative placements for students with disabilities who exhibit dangerous or violent behavior. These improvements simply cannot be made without a substantial increase in federal funding.

CEC calls on Congress and the President to give IDEA funding the high priority it requires. An appropriation of $11.40 billion for FY 2004 will represent an important reaffirmation of the federal commitment to IDEA. School children cannot wait! Congress should fulfill its promise; IDEA funding should be mandatory.

PART B OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT
FEDERAL FISCAL YEAR 2003
PART B ALLOCATIONS TO STATES AND ELIGIBLE JURISDICTIONS

State/Eligible Jurisdiction	*2003 Estimate*
National Total	**$8,874,398,000**
Alabama	$141,341,669
Alaska	$26,501,189
Arizona	$132,562,806
Arkansas	$85,906,324
California	$933,124,077
Colorado	$112,272,460
Connecticut	$103,861,437
Delaware	$24,288,267
District of Columbia	$12,212,212
Florida	$476,055,679
Georgia	$233,043,493
Hawaii	$30,632,276
Idaho	$41,225,568
Illinois	$396,066,063
Indiana	$200,028,249
Iowa	$96,042,219
Kansas	$83,692,163
Kentucky	$122,833,329
Louisiana	$142,508,233
Maine	$43,046,968
Maryland	$154,197,737
Massachusetts	$223,316,639
Michigan	$308,922,527
Minnesota	$149,336,662
Mississippi	$91,900,859
Missouri	$178,700,774
Montana	$28,124,597
Nebraska	$58,742,248
Nevada	$49,852,822
New Hampshire	$37,333,991
New Jersey	$284,355,787
New Mexico	$71,682,266
New York	$597,659,192
North Carolina	$239,832,187
North Dakota	$19,721,781

continues

PART B OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT
FEDERAL FISCAL YEAR 2003
PART B ALLOCATIONS TO STATES AND ELIGIBLE JURISDICTIONS (CONTINUED)

State/Eligible Jurisdiction	*2003 Estimate*
Ohio	$344,364,350
Oklahoma	$116,923,589
Oregon	$102,372,933
Pennsylvania	$333,962,401
Rhode Island	$34,402,113
South Carolina	$135,136,183
South Dakota	$23,493,772
Tennessee	$182,917,114
Texas	$725,934,083
Utah	$81,887,060
Vermont	$19,015,562
Virginia	$212,716,806
Washington	$169,388,142
West Virginia	$59,745,197
Wisconsin	$165,862,832
Wyoming	$19,949,209
American Samoa	$6,085,924
Guam	$12,179,901
Northern Mariana Islands	$4,345,333
Puerto Rico	$81,032,713
Virgin Islands	$8,719,273
Indian Tribe Set Aside	$80,458,990
Other	$22,579,770

Hannah Tyre is a second grade student in the Ware County School System in Waycross, Georgia. She loves school, playing with her toys, and the Dixie Chicks. What makes Hannah different from her peers is that she has Osteogenisis Imperfecta, a life-threatening bone disease.

Because of this physical disability and medically fragile status, Hannah is unable to attend her home school of Ruskin Elementary. Instead, her teacher comes to her! Hannah receives special education services through the Orthopedically Impaired (OI) Program in Ware Co. for 4 hours a week on a homebound model. Hannah was served through the Babies Can't Wait program and transitioned into the school system at the age of three, and was served through the Significantly Developmentally Delayed program until being placed in the OI program. She also receives occupational therapy for an hour a week.

Hannah's physical disability results in the inability to remain sitting in an upright position, as gravity alone can cause a bone fracture. Her primary position is laying flat on the floor with the teacher next to her, presenting the grade-level academic material appropriate for the lesson. She also has a very limited range of motion and is unable to write, use standard manipulatives, or access the computer through standard input devices. Assistive technology has proven to be the key to unlock the door for her success in school.

The school system provided a computer for her to use at home. The computer has access to the Internet, and a video web camera has been installed at her home and in the 2nd grade class she is assigned to at Ruskin Elementary. This allows Hannah to socialize with her peers several times during the week. Currently the plans are to increase this use of technology to allow her to actually view and participate in academic lessons with the regular education teacher and her classmates.

Hannah's O.I. teacher and the occupational therapist have implemented several different assistive technology devices that allow her increased productivity with written assignments. She uses an external touch pad to access her computer. The touch pad is about the size of a credit card and is fastened with Velcro on a strap around her chest. An on-screen keyboard allows her to maneuver the pointer and select the letters she wants, to independently complete spelling tests, homework, and class work assignments. She also uses a word processing program with voice output for these assignments. A scanner is used to scan worksheets and an OCR program allows her to complete the sheet using the computer, and then print it out to be turned in. She also has access to a portable word processor with a smaller keyboard.

Hannah's positioning has improved, as she is now able to sit in her wheelchair in a molded insert that is shaped to her body form. This has increased her comfort and allows her to sit in an inclined position for an extended period of time.

Hannah's quality of life has definitely been improved through the programs and services that IDEA has made available to students with disabilities.

Dr. Paulette Taylor, Director of Special Education
Ware County Schools
Waycross, Georgia

BEST COPY AVAILABLE

I am the parent of an eight-year-old child with lissencephaly, a rare genetic brain development disorder that results in profound physical and cognitive disabilities. Despite the severity of her disabilities, my daughter Pazya is currently fully included in a regular second grade class in a Baltimore City public school. I am also a managing attorney at the Maryland Disability Law Center, Maryland's protection and advocacy agency, where I have worked on special education issues for 17 years.

My daughter is one of the children for whom the Individuals with Disabilities Education Act (IDEA) was enacted. I have no doubt that if she had been born 25 years earlier, the doors to the schoolhouse would have been slammed firmly in her face. Instead, thanks to the IDEA, she has had the opportunity to attend preschool, kindergarten, first grade, and now second grade with children who do not have disabilities, children who have exhibited gentleness and enthusiasm with her, children who consider themselves her friend. Paz, in turn, has had the benefit of specialized services in a stimulating environment with children who make her happy, and teachers who have welcomed her as a valued member of the school community. Without the IDEA, Paz never would have come home from school, as she did a few months ago, with a citizenship award for "sharing in the instruction of her classmates through the use of her assistive technology."

In my professional capacity, I have represented children whose future is much brighter because of the IDEA. For example, I represent a middle-schooler who is blind. Several years ago, he was receiving a basic functional curriculum at a separate facility. Today, he is making academic progress in his neighborhood school and being considered for honors classes next year. Our office represented a young woman whose disabilities made school attendance impossible. Through the use of assistive technology, she was able to complete school and now attends college via courses offered through the Internet. These are only two of many stories that represent the promise held by the IDEA.

The IDEA is an extraordinary piece of legislation. When it is implemented properly, it offers students with disabilities previously unattainable opportunities to learn, to grow, and to become more independent. My daughter is proof that the IDEA works. Unfortunately, however, too many families have had to fight too hard to obtain the benefits guaranteed to their children by the IDEA. Instead of using the reauthorization process potentially to weaken the IDEA in the guise of "simplifying" it, thought should be devoted to determining how to ensure that the IDEA is effectively implemented for all children with disabilities.

Leslie Seid Margolis
Baltimore, Maryland

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IDEA TURNS ILLINOIS GIRL INTO A CONFIDENT "DAVIS DRAGON"

NAVY PIER,
CHICAGO

Amanda Bollero is a 5th grade student who is fully included at Davis Elementary School in St. Charles, Illinois. Davis is within St. Charles Community Unit School District #303. Amanda has mild/moderate autism and Turner's Syndrome. She is also curious, verbal, and a good sport!

Amanda entered special education with a diagnosis of autism when she was four years old. She spent over two years in a self-contained Early Childhood program and made a successful transition to elementary school. She has always had a 1:1 aide (the same aide, the wonderful Linda Mulvey, from 1st through 5th grades!), as well as resource time, and speech and occupational therapies. She spends the overwhelming majority of her time with her classmates in the classroom, the lunchroom, and the playground. She independently attends art, physical education, and music. She plays clarinet in the 5th grade band with some modification, and considers herself completely a "Davis Dragon" (the school's mascot). This is wonderful, especially considering that her achievement and IQ tests place Amanda several grades behind in some subjects (although she is at grade-level in others). The uneven nature of her disability requires her team and her school to think through all parts of her school day to make sure that what she can do, she will do well.

IDEA has made all the difference in Amanda's ability to participate in school and in her community. The private schools in the area don't offer services for someone with her diverse needs and she would have been completely deprived of many learning experiences if her parents had home-schooled her. Because of the gains she has made in school, Amanda independently participates in extracurricular activities such as Girl Scouts, dance class and two choirs! She volunteers at her local animal shelter, and regularly attends choir performances throughout the community. She loves to eat out, and has become a familiar face at many local restaurants!

When Amanda was first diagnosed with autism at age four, she was a fearful, confused child who couldn't communicate with anyone outside her immediate family. Thanks to the services provided by her local district through IDEA, she is a confident, curious, and active member of her school, her church, and her community!

Jennifer L. Bollero, Esq.
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IDAHO STUDENT FINDS SUCCESS THROUGH READING PROGRAM

Scott Stephenson is a 6th grader at Weiser Middle School in Weiser, Idaho. When he was in 3rd grade, Scott had many behavior problems. During that year, he was initially identified as needing special education services. His behaviors were so bad that he was considered for the alternative school, NITCH. Scott continued to have behavior problems in 4th grade, but they were not as severe as the previous year. Scott was in the lowest reading group of the ability-grouped "Success for All Reading Program." He could only sound out three-letter words, and had very limited sight words. Scott was angry and shut down much of the time. He wouldn't even try, and he was disruptive quite often. I didn't know how to help him.

The following summer I was introduced to the Lindamood Bell Awareness Program, and the next fall started teaching it to Scott. He was very successful with it, and his behavior totally changed. He had a calmness about him that I had never seen. His anger was gone. Instead of not participating, he wanted to say a word, even when it wasn't his turn! He learned a syllabication technique and could sound out three- and four-syllable words. The extra help he received, as well as the techniques used under the LiPS program, made a world of difference for him.

NOTE: According to Ms. Nelson, the LiPS program is a very basic and extensive phonemic awareness. It used to be called ADD, Auditory Discrimination in Depth. There is a strong speech component to the program, and much of it is taught by a discovery process. Pictures of lips are used extensively in the beginning, and labels are used for the lips' pictures/ sounds, (lip poppers, tongue scrapers, fat pushed air, etc.). The type of questioning is important, to promote self-correction. In the beginning, mostly pseudo words are used, to give much practice with the sounds that are introduced. There is extensive practice with complex syllables and multi-syllable words.

Jane Nelson
Special Education Teacher, Park Intermediate School
Weiser, Idaho

When he was four and a half years old, Rischard unexpectedly contracted meningitis. The infection inflicted significant brain damage, and Rischard was in a coma-like state. He was completely dependent on others for all of his care, and he was unable to eat by mouth. He also lost the ability to walk and had limited use of his hands; he could not speak and lost a great deal of his vision. Cognitively, it was believed that he was functioning between six to twelve months of age.

In November 1999, when Rischard was ten years old, he was assigned to come to my classroom twice a week to work on a computer. At our first session together, I told Rischard why he was in my classroom and I asked him which hand he wanted to use to work the computer. After about two minutes of processing and reacting to my question, he lifted his left hand and presented it to me. From that moment, he began to learn how to operate simple cause- and -effect switch programs.

In January 2000, Rischard made the first move to empower himself. At the end of one of our sessions when it was time for him return to his regular classroom, he became extremely distraught and began to cry. When I asked him, "Are you crying because you want to stay in this classroom?" Rischard responded, "Si! Si! Si!" In March 2000, he was transferred full time into my classroom.

Today, Rischard is thirteen years old and has made remarkable growth in his development. First, his social skills have flourished. He smiles all the time, greets people when they greet him, and he is very aware of his surroundings. He is also a major tease and has a wonderful sense of humor.

What has enhanced his social skills is Rischard's ability to communicate with others. He can speak using one-word sentences, in both Spanish and English. However, he is difficult to understand, which he finds frustrating. Rischard's first voice output communication device was a single switch BIGmac, but he was quickly upgraded to an AlphaTalker where he can identify the person he is speaking to by name, and make comments like "You are pretty funny." He can also communicate his wants and needs in both Spanish and English by pressing a combination of buttons to make a sentence.

Furthermore, Rischard is operating computer software using a large track ball and a switch for clicking. He is also using an IntelliKeys modified keyboard so that he can write and do his classwork. With all of these gains he has made towards independence, Rischard is getting ready to transfer into middle school and then high school, where he will be attending general education classes.

Ultimately, Rischard has expressed some impressive goals for his future. He has been learning how to operate a power wheelchair, despite his limited vision, and he would like to own a power wheelchair one day. Also, he wants to attend college, and have a job where he works with other people; he wants to make money to buy things, live in his own home, have lots of friends, and learn to drive a car.

Go capture your dreams, Rischard!

Danise M. Marier (Dani)
Special Educator at Lincoln School P.A.U. (Center School)
Los Angeles County Office of Education: Special Education Division

FLORIDA STUDENT WITH AUTISM RAISES THE LEVEL FOR EVERYONE!!!!

As an 8th grade teacher of children with emotional disabilities, I provide my students with the same education, benefits, and resources as any other child. I am above and beyond a teacher; I am just fortunate enough to teach amazing children that sometimes see the world in a different light.

Jonathan Taft is an 8th grade, 15-year-old student with autism currently being served in my 8th grade Emotionally Handicapped (EH) self-contained classroom. Both Diane Hollis (self-contained teacher of autistic children) and Mical VanDeWater (teacher of physical education) have had a significant impact on Jonathan and were fortunate enough to have worked with him last year. Jonathan did not enter my life until this year, when I moved to Clay County. I can honestly say Jonathan is the most motivated and diligent student I have ever taught, and he naturally raises the educational bar for the students and teachers that he interacts with regularly.

To fully understand Jonathan, I will take you back to when he was being served in the autistic class. Jonathan was in a low functioning class for children with autism. He began junior high in this program at the beginning of the 2001 school year. Prior to this, he was being served in self-contained programs in other schools. Soon after meeting him, it was quite apparent to his teacher, Ms. Hollis, that Jonathan had some incredible and unique gifts. One of his greatest assets is to realize what his abilities are and to go for them. Jonathan will not let us "educators" get in his way. Jonathan saw a need to be more involved in general education classes, and that is exactly what happened. As a special ecuation teacher it is your dream and goal to enable your students to have success in the Least Restrictive Environment (LRE), which is often—but not always—the general education classroom.

Communication is often one of the greatest barriers for autistic children. In Jonathan's first year at Lakeside, he had the opportunity to learn how to communicate effectively with his peers in the general physical education class. This was quite a change for Jonathan, because in his class for children with autism, very few of the students are verbal. Jonathan quickly began initiating conversations on a regular basis with both his disabled and non-disabled peers, and certainly did not shy away from meeting new people. When he first began at Lakeside, he had difficulty expressing his opinions and feelings, but now he shares them openly. Due to the communication barrier, it was difficult for him to "tell" people what needed to be done, but he knew what was best for him all along.

During his second year at Lakeside (this year) he expressed his desire to attend the program for children with emotional disabilities. Ms. Hollis dropped him off in my classroom for students who are emotionally handicapped (EH) one day, and he has been here ever since. This change in placement has given Jonathan the structure he needs, as well as the opportunity to be around children with more communication skills. He has blossomed in this environment, and he has demonstrated his incredible growth in communication and social skills development. As part of the EH curriculum, we have a built-in "Social Personal period" which has helped him develop socially with his peers.

As his EH teacher, I see how he has raised the level for all of my other students. We work through a level system, from which Jonathan is close to graduating. In the history of our system, he has moved through it faster than anyone. He has a full understanding of behavior and socialization and works very hard daily to develop these skills. When he loses points on his daily point sheet, he works harder the next day on those skills. His goal is to master it and to improve those deficits.

In our classroom, we use CHAMP's—a proactive approach to behavior management—that has a separate "plan" for each activity in the classroom. Jonathan has taken the initiative to write his own CHAMP's plans when he feels I am lacking one. Jonathan is a person of rules and structure and frequently writes/types up rules and posts them around the classroom and at home. There are no boundaries in Jonathan's life, yet he is very realistic about what he wants. He knows now that he wants to work on cars when he graduates high school and I believe this is a career in which Jonathan would thrive and be successful.

By working closely with his mother and all of the teachers involved in his life, Jonathan is a true success. Who would have thought a year ago he would have even been served in my classroom? Internal motivation is a key factor in the success of children with emotional disabilities, and Jonathan is the most motivated student I have taught. As a teacher, kids come and go, but there are some you never forget. I will never forget Jonathan Taft.

Ivy Kimbro
Teacher of 8th Grade Emotionally Handicapped Class
Lakeside Junior High School
Orange Park, FL

Marendy Bellock is a sixteen-year-old student who attends the Louisiana School for the Visually Impaired and the Arlington Preparatory Academy in Baton Rouge, Louisiana. Marendy was diagnosed with pituitary adenoma at the age of six. She experienced three surgeries within a year and has had aggressive radiation and chemotherapy. She has also had hip surgery.

Marendy began her academic career as a preschooler in the Clark County School District of Las Vegas, Nevada. She was referred to special education at the age of six.

Marendy's distance acuity at five feet is 20/400, while her near vision at 14 inches is also 20/400. Marendy presently receives instruction in the core curriculum areas, as well as in Braille, vocational skill training, living skills, orientation and mobility training, art/crafts, and household management at the Louisiana School for the Visually Impaired. Marendy requires the use of a closed circuit television (CCTV) and a hand-held magnifier due to her limited acuities.

Marendy has experienced vision loss, recurring headaches, and joint pain due to weight gain (a side effect of her medicine) as a result of her pituitary adenoma. Additionally, she has had difficulty ambulating because of hip surgery.

IDEA has contributed to Marendy's vocational training, orientation and mobility, Braille services, social skills training for the visually impaired, training in arts and crafts, adapted equipment for her visual problems, and individualized instruction.

Marendy was a national winner in the non-graded middle school category of the American Printing House (APH) for the Blind InSights Art Contest in 2000. She and her mother accompanied school administrators to the Annual Meeting of the Ex-Officio Trustees of the American Printing House for the Blind in Louisville, Kentucky, where she was presented a monetary award and plaque. Her artwork, entitled FunnyFace, was published on the APH website. The artwork was composed of Mardi Gras beads.

Marendy is currently attending Arlington Vocational Prep Academy for a half-day, where she receives instruction in functional math, reading, and writing. She also receives on- the-job training in the Baton Rouge community. She has worked as a stock clerk, a cashier, and childcare attendant. Marendy is a very dependable worker. Marendy assists other young visually impaired students while residing in the LSVI dormitory. Marendy's successful ventures speak to what IDEA has done and continues to contribute for the blind and partially sighted in promoting and supporting students to be the best they can be.

Dr. Barry L. McDaniel
LSVI Educational Diagnostician
Marendy's Reevaluation Coordinator and Friend

STUDENT WITH HEARING LOSS AIMS TO MAKE PEOPLE BEAUTIFUL

Candace Hood is a junior at Parkwood High School in Monroe, NC. Candace was born with a moderate to severe sensorineural hearing loss. Her speech was severely delayed as a result.

Candace entered the Head Start program with very little proficiency. She received direct services from the teacher for the deaf and from the speech therapist. She was six years old before receiving her first hearing aids. Federal funding under IDEA afforded her the opportunity to use auditory equipment at school that would drastically improve her hearing, and would therefore impact her language ability. Candace was in a self-contained, hearing-impaired, total communication classroom. It was there that she learned American Sign Language, and how to use a sign-language interpreter.

Because of the intense training and special assistance she received early on, Candace was able to move into a mainstream setting with the resource support of the teacher for the deaf, as well as speech therapy. She maintained passing grades through the remainder of elementary and middle school. She began her high school career with a resource class, but after only one semester she was able to drop the resource time and become only consultative with the teacher for the deaf.

Candace is a successful, bright student. She is working toward becoming a cosmetologist after graduation. She is also open to the possibility of attending college. She still uses auditory equipment and an interpreter in all of her studies. Thanks to federal funding under IDEA, Candace has been able to catch up with and pass many of her peers. She is very involved with her peers and is sure to be a success.

Martha Arnold
Teacher for the Deaf
Parkwood High School, Monroe, NC

PERSEVERANCE AND COLLABORATION LEAD TO SUCCESS IN RHODE ISLAND

In December in the small town of North Smithfield, Rhode Island, two months after his 12th birthday, Greg Joseph, a star athlete and straight "A" student was involved in a serious car accident. He remained in a coma for several days. With the expertise of the medical staff at RI Hasbro Children's hospital, he was pulled through this trauma. However, his brain injury resulted in a total loss of speech, right side hemiparesis (weakness), and a memory deficit.

For the following months and years, Greg remained focused, strong, and had a while faced with new challenges, Greg remained focused, strong, and had a "will to survive." He resided with his parents at the Francican Children's hospital for five months for rehabilitation services, working very hard trying to regain the skills he had lost. In May, Greg and his parents were able to finally return home and celebrate the Christmas they never had. In June, only six months post-injury, Greg was scheduled to re-enter school. His family, through their support and knowledge, advocated for him to return to his home school with his peers and in the community that has "been there" continuously for him and his family. However, the school system had never experienced a child with a traumatic brain injury (TBI), and decided to postpone the transition until the following school year, to ensure that Greg and the school personnel were prepared.

To assist with the transitioning, the special education director of the town hired a tutor to work with Greg at home daily during the summer and sought out assistance from a TBI consultant from the Rhode Island Technical Assistance Project (RITAP) at Rhode Island College. RITAP is a statewide resource center funded by the Rhode Island Department of Education, Office of Special Needs. It offers technical assistance and support, and professional development and training to increase capacity to provide comprehensive and coordinated services to all children, including those with disabilities.

The consultant worked with the school staff, and provided yearly workshop trainings to enhance the staff's understanding of traumatic brain injury and to increase their skill in the areas of instructional strategies and assistive technology, and to facilitate smooth grade-to-grade transitions.

Now at 16 and in the 11th grade at his home school, Greg is an honor roll student and has been since he re-entered school. He has regained his speech, and with assistive devices he can independently write and complete his school work, and he is mobile. His success cannot go without also recognizing the supportive school staff, resource teacher, guidance counselor, and teacher assistants for being understanding, flexible, family-centered, supportive, and for making appropriate modifications and accommodations that best meet Greg's needs.

With the collaboration, consultation, and interagency supports, Greg's program has been successful in developing his strengths and addressing his needs as he recovers and progresses. Greg's school success is attributed—in great part—to his determination and that of his family, as well as to the excellent collaboration between home and school, and between all agencies involved in his recovery. All personnel and agencies reviewed Greg's IEP every few months with input from specialists, and would implement the changes and revisions that continuously would best meet his needs as his brain healed and he progressed. This interagency collaborative planning created a seamless program of services and supports that ensured his success. The consultant from RITAP will continue to be involved in Greg's transitions through high school and into post-secondary schooling, as needed.

Daily, Greg still faces many obstacles. While he may never be able to do some of the things he once did and loved to do, he keeps a positive outlook on life and appreciates all that he has. For the future, he anticipates walking across the stage during his high school graduation, and living an independent, productive life.

Greg should be extremely proud of all that he has accomplished. He is truly a wonderful, very special young man. His success story is not only one of personal perseverance, but also one that demonstrates the power of collaboration.

Julie Pascoe
TBI Consultant
RITAP

IOWA STUDENT'S STRONG DESIRE TO SUCCEED

Adam Drawbaugh is a 19-year-old student who is currently receiving transition-related and vocational services through his Individualized Education Program (IEP) under IDEA. Adam was diagnosed early in life with a mental disability, attention deficit, and a mixed hearing loss, which has progressed over time. He has worn behind-the-ear hearing aids while growing up, and now uses an FM system in classroom settings, along with his hearing aids. When he was born, Adam received home early intervention services (ages 0-3), attended a special education preschool, and has always received either itinerant or daily services from a teacher of the deaf and hard of hearing during his school years.

Throughout elementary and middle school, Adam received most of his special education services in self-contained mental disabilities classrooms, with integration into music, art, and physical education. In high school he moved into more "multi-categorical" classrooms; he took some regular education electives, and continued his services with the teacher of the hearing impaired. Special emphasis has been placed on Adam's language development—receptive and expressive—as well as communication skills relevant to his hearing loss. The support of a speech and language clinician has been an important component of Adam's programming. One of Adam's favorite electives has always been choir, which he continues to pursue at the Muscatine Community College. Adam is very social and enjoys settings where he can interact with people. His large extended family has encouraged Adam to be part of the community. Family support has also been an important factor in Adam's success and motivation.

Although Adam has continued to show growth in his language and academic abilities each year, his growth has not been at grade level. Adam, however, has had a strong desire to continue his education at the college level. He is currently enrolled at both Muscatine High School in Muscatine, Iowa, as well as at Muscatine Community College as a participant in the ACCESS Program. ACCESS provides individualized IEP-based services related to vocational skill development and transition to post-secondary services and/or employment. It is a collaborative effort between local high schools, Mississippi Bend Area Education Agency, and the Eastern Iowa Community College District in Iowa. Adam continues to receive support from the high school teacher of the deaf and hard of hearing, while also attending classes on the community college campus with assistance from someone who has experience with students with special needs and accommodations. The local district pays all costs for the ACCESS Program, since it is part of Adam's IEP.

Adam enjoys helping others. As he has completed career interest surveys, job shadows, work experience placements and career research, he has developed a desire to work in the medical field. Two of his 6-week work placements during high school were in nursing homes. Originally Adam's goal was to become an Emergency Medical Technician (EMT), but through his own research he concluded that he would be more successful in a structured setting such as a nursing home. Through the ACCESS Program, Adam is studying to become a Certified Nursing Assistant (CNA). Adam has also elected to sing in the Muscatine Community College Choir. He is thrilled about the opportunity to accompany the Choir on a Caribbean Cruise/Concert Tour this winter.

Adam's strong multi-disciplinary team, including staff from the Community College and vocational rehabilitation services, planned and implemented a number of strategies to support Adam in his unique program. For example:

- Developing a schedule to 'pre-read' and study some of the coursework for the CNA prior to the beginning of the regular session;
- Purchasing a specialized stethoscope to accommodate Adam's hearing loss;
- Repeating classroom and clinical content as needed; and
- Arranging for a "peer" support person, financial/emergency planning, and medication schedule to make the Caribbean Choir trip possible (and safe) from his parents' perspective—Adam did this independently!

Through these cooperative efforts and Adam's strong desire to succeed, Adam has passed the CNA classroom and clinical coursework. He has also passed the written part of his state test and is now working to pass the clinical portion. He is determined to earn his CNA certification, regardless of the time it takes!

Another of Adam's great achievements was to develop a presentation for the other students in the CNA class entitled "Dealing Effectively with People with Hearing Loss." This was such a hit that he has been asked to repeat the presentation for RN students at the college.

Adam is a 'success' because of his strong desire to succeed. He is willing to work step by step to achieve his goals. He works with a great support team, as an equal on the team. Adam's active participation in his education and transition planning, his concrete career goal, an excellent support team, and supportive family have been key elements in his success.

Jane Rock
Transition Specialist
Mississippi Bend Area Education Agency
Bettendorf, Iowa

CA STUDENT IS VALEDICTORIAN OF CLASS!!!

Jacob Lesner-Buxton is 19 and the 2002 valedictorian of Far West High School, which is part of Oakland Unified School District in Oakland, CA. As a result of a difficult birth, Jacob has been diagnosed with Cerebral Palsy (spastic athetoid mixed diplegia) which affects his fine and gross motor skills and his speech. He is also a person with low-vision (cortical visual impairment, optic nerve atrophy/hypoplasia, strabismus and nystagmus), and has been diagnosed as having specific learning disabilities.

Jacob was in a generic disabled Birth to Three program from the time he was 8 months old. He also received in-home services from a home counselor from the Blind Babies Foundation. At about that time, he started receiving physical therapy. At age two, Jacob began to receive speech and occupational therapy. At age three, he entered a Visually Impaired preschool located at Glenview Elementary School in Oakland. At this time we had his first IEP, where his specific services were determined. Besides receiving services from a teacher of the visually impaired, Jacob also received orientation and mobility services, as well as speech therapy, adapted physical education, and computer skills. After two years of preschool he went into a regular kindergarten class at the same school. He was in the regular classroom, with lots of special education support services, at Glenview Elementary through 6th grade.

At that time, the IEP team determined that it would be best to concentrate on Jacob's skills related to his blindness, so he attended the California School for the Blind for a year. There, Jacob received extensive orientation and mobility services; he became an independent traveler and shopper, and worked on his computer, social, and organizational skills. Jacob's self-confidence also received a great boost during that year. The following year he returned to Oakland Unified, where he attended both middle school and high school. Through all that time, Jacob continued to get the services that the IEP team determined were necessary. His general education was supplemented by services from the California School for the Blind, where he was assessed by their Assessment Center at age 8. Jacob also attended two summer academies at the School in his teens, as well as a summer transition program prior to his last year of high school.

Given the extent of Jacob's disabilities, I do not believe that he would have graduated high school, much less been his school's valedictorian, had he not had so many years of special education services provided by skilled and caring professionals following his IDEA-mandated IEPs. His inability to use a pen or pencil would have severely impeded his educational progress had he not been trained to use computer programs specifically designed for students with his particular disabilities. Large print versions of all his textbooks were provided in compliance with IDEA, so that he was able to keep up with his classmates. Jacob would not have been able to travel in the community and take public transportation without his orientation and mobility instruction. While Jacob still has a cerebral palsy accent, his speech is much clearer and easier to understand because of all the speech and language work that he has done.

Jacob has been an active member of both his school community and the city of Oakland. He has held elected office at his high school, helped to write a grant for his school, had his work published in national magazines, has spoken frequently at conferences, has spoken before the Oakland City Council and the Oakland School Board, worked on a city council election campaign, has been part of a "Kids First" program, as well as been our district's youth representative on a commission that handed out over a million dollars in grants to children and youth. I do not believe that his success at school and in the community would have been even remotely possible without all of the services that he has received. I think that without the services he probably would have ended up in a day program or a sheltered workshop at best. Now, he has been accepted at Cal State Monterey Bay and will start there in September '03. His plans include getting a masters' degree in social work and becoming a community organizer.

Judith Lesner
Jacob's Mom

BEST COPY AVAILABLE

Jibreel Aleem is a twenty-year-old student who attends Wolfe Prevocational School and Monroe High School in Monroe, NC of the Union County School District. He was diagnosed as autistic at the South Central Center of Division TEACCH as a preschooler in 1986. He was also classified as having attention deficit disorder (ADD).

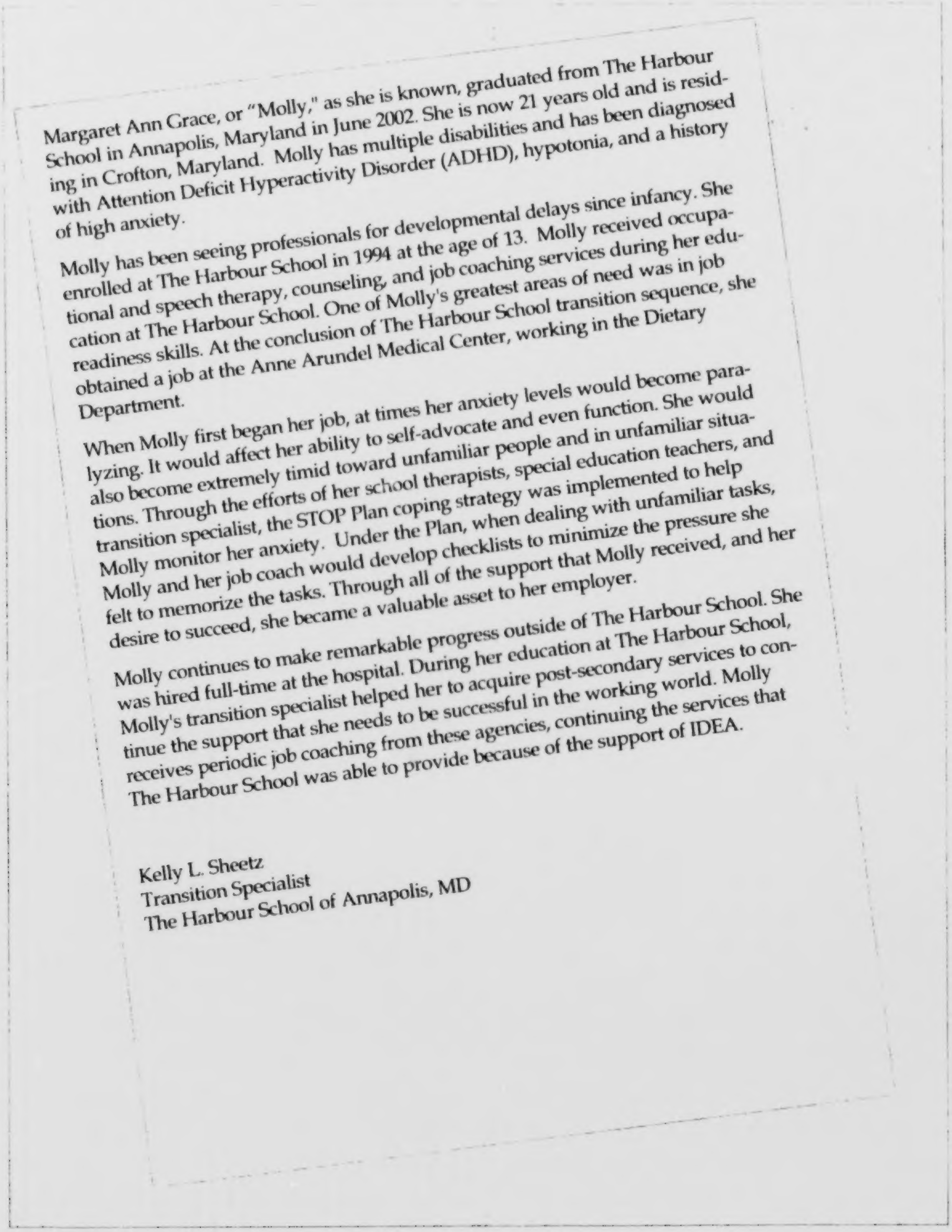
When he was four, Jibreel attended the Claudia Belk Center in a general education class for two days a week. In the fall of 1986, Jibreel was enrolled at Unionville Elementary School. At present, Jibreel is attending Wolfe School for vocational training. He walks to the adjacent Monroe High School, where he is enrolled in math and language arts classes.

In 1986, Jibreel faced many challenges as a result of his disabilities, such as delayed speech development, poor attention span, unusual noises, and his lack of interest in other children. Through the efforts of his speech/language specialist, preschool, and regular education teachers, Jibreel received the support/structure he needed to succeed. His language growth developed beyond expectations, no longer did the diagnosis of Attention Deficit Disorder need to be added, and Jibreel's intelligence scores increased. Most remarkable, however, was Jibreel's innate motivation to learn and succeed.

Jibreel has continued to make great strides. He wants to be challenged and he loves learning new math concepts. On May 14, 2002, Jibreel was nominated for and received the "Yes, I Can! Award" for his school (Wolfe). Also, on January 5, 2003, Jibreel was featured in the *Union Observer* as one of the 40 students participating in a job-training program for career preparation and daily living skills.

Jibreel has certainly benefited from all of the services that the special and regular education programs have provided for him. He is a fine example of what IDEA funding has done to promote success in students.

Kathy Goode
Career Development Teacher - Wolfe School
Union County Public Schools



Margaret Ann Grace, or "Molly," as she is known, graduated from The Harbour School in Annapolis, Maryland in June 2002. She is now 21 years old and is residing in Crofton, Maryland. Molly has multiple disabilities and has been diagnosed with Attention Deficit Hyperactivity Disorder (ADHD), hypotonia, and a history of high anxiety.

Molly has been seeing professionals for developmental delays since infancy. She enrolled at The Harbour School in 1994 at the age of 13. Molly received occupational and speech therapy, counseling, and job coaching services during her education at The Harbour School. One of Molly's greatest areas of need was in job readiness skills. At the conclusion of The Harbour School transition sequence, she obtained a job at the Anne Arundel Medical Center, working in the Dietary Department.

When Molly first began her job, at times her anxiety levels would become paralyzing. It would affect her ability to self-advocate and even function. She would also become extremely timid toward unfamiliar people and in unfamiliar situations. Through the efforts of her school therapists, special education teachers, and transition specialist, the STOP Plan coping strategy was implemented to help Molly monitor her anxiety. Under the Plan, when dealing with unfamiliar tasks, Molly and her job coach would develop checklists to minimize the pressure she felt to memorize the tasks. Through all of the support that Molly received, and her desire to succeed, she became a valuable asset to her employer.

Molly continues to make remarkable progress outside of The Harbour School. She was hired full-time at the hospital. During her education at The Harbour School, Molly's transition specialist helped her to acquire post-secondary services to continue the support that she needs to be successful in the working world. Molly receives periodic job coaching from these agencies, continuing the services that The Harbour School was able to provide because of the support of IDEA.

Kelly L. Sheetz
Transition Specialist
The Harbour School of Annapolis, MD

NC STUDENT OVERCOMES VISUAL IMPAIRMENTS TO SUCCEED

Photo of Jamie at age 6

Jamie Crowell is a 22-year-old junior at the University of North Carolina-Charlotte, who happens to be blind. She is a graduate of Piedmont High School in the Union County Public Schools, North Carolina.

Jamie began school in a regular kindergarten at Hemby Bridge Elementary School. She was an outspoken self-advocate, even at age five. She convinced the school system that she needed more than she was getting with itinerant services. The light box instruction that she was receiving was not nearly enough for Jamie's inquisitive, inquiring mind. As a result, the school system used federal IDEA funds to begin a comprehensive program with a full-time teacher of the visually impaired, who taught Jamie how to read Braille. Jamie and other visually impaired students, who moved to the county because of the quality of these services, also received orientation and mobility instruction. Jamie completed middle school and high school in her home district.

Jamie has had difficulty with math throughout her schooling. Individualized instruction with the Nemeth code, work with math manipulatives, raised line graphs, and talking calculators have been necessary to help Jamie succeed in this subject. Jamie rides the Charlotte city bus this semester to commute to Central Piedmont Community College for a college algebra class with specialized instruction. This is in addition to her regular classes at UNC-C in 20th century history, Spanish, and technical writing.

Jamie is a successful college student, majoring in communications with a minor in technical writing (web designs and technical manuals). She attributes her success to the preparation she received in Braille and in orientation and mobility. These public school services were available to her because of the federal mandates under IDEA, and adequate funding.

Jamie Crowell, College student

Isabelle Mims, Director
Programs for Exceptional Children
Union County Public Schools

Nancy Henn is a 1995 graduate of the Stow-Munroe Falls, Ohio school system. She was in the multi-handicapped program. Now 30 years old, Nancy was diagnosed at age 12 with autism and moderate mental retardation.

During Nancy's school years, she received special education services in self-contained classrooms in public schools in the states of Tennessee, Alabama, Michigan, Texas, and Ohio. During her education, she received training in sign language (she is nonverbal), educational, self-help, and work skills. One of the tools she received was a communication picture board—which she used when she "blocked" at signing—to identify things she wanted, as well as who she was and where she lived. She also used the picture board when she interacted with people who did not sign in the community.

Because of her autism, Nancy often exhibited severe behaviors, including kicking, biting, screaming, having tantrums, SIB'S (Self Injurious Behavior), and PICA (the oral ingestion of inappropriate materials, such as rocks, grass, sand, etc).

Through the efforts of her parents and the school system, Nancy began a 5-year transition plan in 1990 (those with the most severe disabilities often require the longest transition plans), which included staff from Kent State University, the Bureau of Vocational Rehabilitation, Option IV (a multi-district compact for vocational training) and the County board of Mental Retardation/Developmental Disabilities.

During the next 5 years, prior to graduation, Nancy spent increasing amounts of time learning work skills at Kent State while working at the Kent State Library, and delivering inter-office mail at the Education School Building.

One year from graduation, a job hunt began under the auspices of the Rehabilitation Services Commission/Bureau of Vocational Rehabilitation. Using a resume, videotape of Nancy working at Kent State, letters of recommendation, references, and Social Security Work Incentives, Nancy obtained a full-time job in the community at union scale, with benefits! Until Nancy graduated, her classroom aide accompanied her to the job 5 hours a day as a job coach; following graduation her adult service residential provider began to serve as Nancy's job coach.

Today, Nancy continues to work full-time, paying most of the cost of her job coach herself. She continues to use Social Security Work Incentives to maintain her other benefits, including Medicaid. She has now worked full-time for over 7 years and has also lived in her own "Family Consortium" residential home with three other young ladies of different disabilities for over 8 years. In 1999, Nancy won the National "Personal Achievement" award from the Association for Persons in Supported Employment (APSE) for her accomplishments.

IDEA and a good transition plan, plus the Social Security Work Incentives that Nancy has received, has made it all possible!!!

Joe and Marilyn Henn
Macedonia, Ohio

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Part B Section 619
Preschool Grants Program

Preschool Grants

APPROPRIATIONS (in thousands)

FY 2000 Appropriation	*FY 2001 Appropriation*	*FY 2002 Appropriation*	*FY 2003 Appropriation*	*FY 2004 CEC Recommendation*
$390,000	*$390,000*	*$390,000*	*$387,465*	*$615,800*

AUTHORIZING PROVISION

The Individuals with Disabilities Education Act (IDEA), Section 619 (20 USC 1419), as amended by the Education of the Handicapped Act Amendments 1986, P.L. 99-457, by the Individuals with Disabilities Education Amendments Act of 1991, P.L. 102-119, and by the Individuals with Disabilities Education Act Amendments of 1997, P.L. 105-17. The program is authorized at "such sums".

PURPOSE

The Preschool Grants Program is intended to assist all states in ensuring that all preschool-aged children with disabilities receive special education and related services. In 1986, only half the states ensured services to preschoolers with disabilities. Since 1987 when this expanded program began operating, the number of children served has increased from 265,000 to 600,000 in school year 2000-2001.

WHO RECEIVES FUNDING

State education agencies (SEAs), and through them, local education agencies (LEAs) and educational service agencies, are eligible for grants under this program. The distribution formula for this program changed in FY 1998. Each state receives the amount it received in FY 1997, and its share of the remaining funds available as follows: (a) 85% of the funds are distributed based upon a state's relative population of children ages 3 through 5; and (b) 15% based upon the relative population of all children ages 3 through 5 who are living in poverty. The legislation delineates the share of the State Preschool grant allocation that must be distributed to local school districts and how those funds are to be distributed.

KINDS OF ACTIVITIES SUPPORTED

Funds are used to provide the full range and variety of appropriate preschool special education and related services to children with disabilities 3 through 5 years of age. Further, funds may be used for children 2 years of age who will turn 3 years of age during the school year.

FUNDING CONSIDERATIONS

In FY 2003 the Federal government appropriated $387 million for the Preschool Grants Program. This program has had little or no increase for several years. This is particularly problematic since the number of children served by the program has continued to increase each year. Since 1987, the nationwide preschool child count has grown by

RECENT FUNDING HISTORY (in thousands)

Fiscal Year	*Authorized*	*Administration's Request*	*Appropriated*
1994	formula	$343,750	$339,260
1995	formula	$367,270	$360,270
1996	formula	—*	$360,410
1997	formula	$380,000	$360,400
1998	$500,000	$374,830	$373,985
1999	"such sums"	$373,990	$373,985
2000	"such sums"	$402,435	$390,000
2001	"such sums"	$390,000	$390,000
2002	"such sums"	$390,000	$390,000
2003	"such sums"	$390,000	$387,465

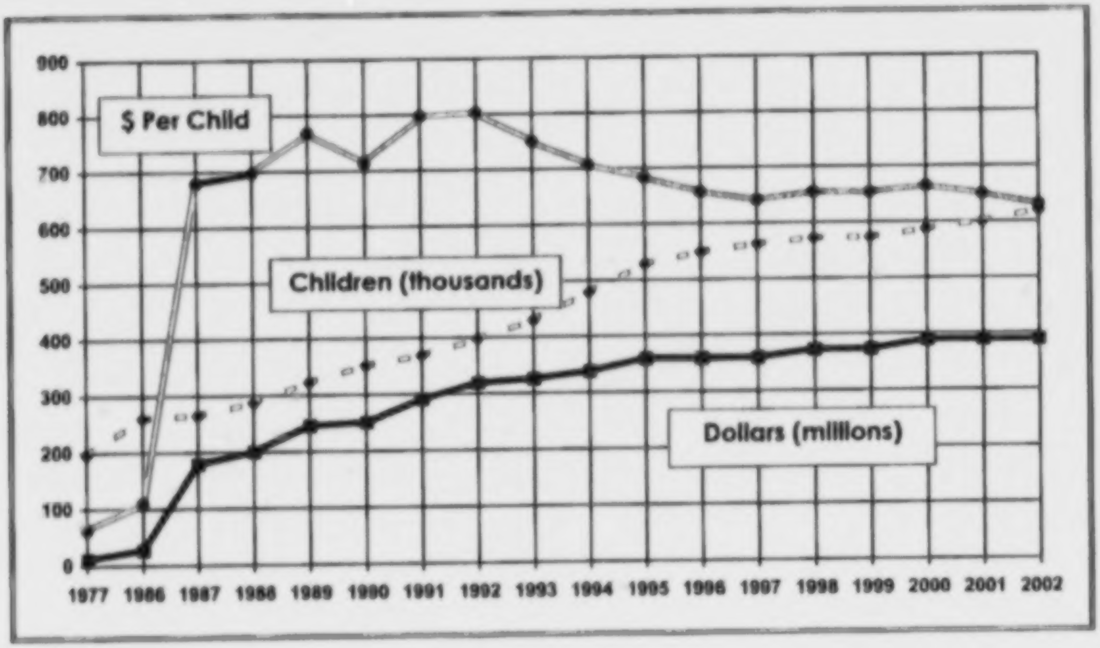
*The President requested one appropriation for both the Part B State Grant program and the Preschool program.

more than 335,000. The federal appropriation has failed to keep pace with the growth in the program. Consequently, state and local governments have had to pick up the remaining costs of these critical programs. The amount available per child for this program has dropped from its high in 1992 of $803 per child to a projected figure of $602 per child in 2004 per the Administration's request.

CEC RECOMMENDS

CEC recommends $616 million for the Preschool Grants Program in FY 2004. The federal growth in the appropriation for this program has not kept pace with the significant increase in the number of children served by the program. The per child amount available has continued to decrease each year since 1992, as the child count continues to increase. CEC requests an appropriation based on $950 per child allocation for FY 2004 multiplied by the number of children enrolled in the Part B Preschool Program in each state. Congress should live up to its original promise to fully fund the Part B Preschool Program by providing the promised allocation of $1500 per child. To accomplish this, Congress should increase the per child allocation by $145 each year to reach full funding (i.e., $1500 per child allocation) by FY 2009 at an estimated cost of $990 million in FY 2009 [figure takes into account projected increase in program enrollment based on an established model of diminishing percentage of special education enrollment levels until full parity is reached between projected increases in special education and general population enrollment rates (SOURCE: US Department of Education, Office of Special Education and Rehabilitative Services)]. This program is an important part of states' and communities' efforts to have all young children enter school "ready to learn."

COMPARISON OF GROWTH IN 619 PRESCHOOL PROGRAM WITH FEDERAL 619 APPROPRIATIONS



FFY	'77	'86	'87	'88	'89	'90	'91	'92	'93	'94	'95	'96	'97	'98	'99	'00	'01	'02
Dollars (millions)	12	28	180	201	247	251	292	320	326	339	360	360	360	374	374	390	390	390
Children (thousands)	197	261	265	288	323	352	369	398	430	479	528	549	562	572	573	587	599	619
$ Per Child	63	110	679	697	769	713	797	803	750	707	683	656	641	654	653	664	650	630

Key:

Dollars (millions) appropriated for distribution to states for Section 619

Children (thousands) receiving FAPE on December 1 of each federal fiscal year, U.S., D.C. & P.R.

$ Per child allocation of 619 dollars

Federal fiscal year – For example, in FFY 1986, 261,000 children were reported to be receiving services as of December 1, 1985.

Provided by the National Early Childhood Technical Assistance Center (NECTAC).

Danaher, J. & Kraus, R. (Eds.). (in preparation). Section 619 profile (12th ed.). Chapel Hill: The University of North Carolina, FPG Child Development Institute, National Early Childhood Technical Assistance Center.

PRESCHOOL GRANTS PROGRAM UNDER SECTION 619 OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT
FEDERAL FISCAL YEAR 2003
PRESCHOOL GRANTS ALLOCATIONS TO STATES AND ELIGIBLE JURISDICTIONS

State/Eligible Jurisdiction	*2003 Estimate*
National Total	**$387,465,000**
Alabama	$5,694,625
Alaska	$1,286,031
Arizona	$5,499,684
Arkansas	$5,447,257
California	$39,529,222
Colorado	$5,041,483
Connecticut	$4,980,763
Delaware	$1,279,557
District of Columbia	$251,429
Florida	$18,798,391
Georgia	$10,007,230
Hawaii	$1,027,363
Idaho	$2,220,506
Illinois	$17,934,208
Indiana	$9,036,144
Iowa	$4,053,306
Kansas	$4,400,930
Kentucky	$10,371,351
Louisiana	$6,587,642
Maine	$2,552,235
Maryland	$6,783,039
Massachusetts	$10,045,150
Michigan	$12,774,278
Minnesota	$7,543,367
Mississippi	$4,295,697
Missouri	$6,128,272
Montana	$1,207,049
Nebraska	$2,293,078
Nevada	$2,295,210
New Hampshire	$1,581,930
New Jersey	$11,553,824
New Mexico	$3,237,116
New York	$34,273,423
North Carolina	$11,487,478
North Dakota	$831,821

continues

PRESCHOOL GRANTS PROGRAM UNDER SECTION 619 OF THE IDEA ALLOCATIONS TO STATES AND ELIGIBLE JURSIDICTIONS FEDERAL FISCAL YEAR 2003 *(continued)*

State/Eligible Jurisdiction	*2003 Estimate*
Ohio	$12,786,616
Oklahoma	$3,731,472
Oregon	$3,934,012
Pennsylvania	$14,207,185
Rhode Island	$1,697,344
South Carolina	$7,251,030
South Dakota	$1,487,939
Tennessee	$7,005,401
Texas	$23,479,254
Utah	$3,624,991
Vermont	$884,990
Virginia	$9,269,044
Washington	$8,295,284
West Virginia	$3,537,745
Wisconsin	$9,618,743
Wyoming	$1,082,101
American Samoa	0
Guam	0
Northern Mariana Islands	0
Puerto Rico	$3,241,760
Virgin Islands	0
Indian Tribe Set Aside	0
Other	0

VIRGINIA STUDENT REACHES MILESTONE—REGULAR KINDERGARTEN!!

Megan (left) and Shannon

As you may remember from the FY 2001 *CEC Federal Outlook For Exceptional Children*, Shannon Ward had been hospitalized for the first three years of her life due to severe cardiac anomalies and a premature birth. When she came home in 1999 at the age of three, she received homebound services. In the fall of 2001, she received services in a special preschool setting.

This fall, Shannon was able to go to a regular kindergarten classroom at Forest Grove Elementary School in Loudon County, Virginia, with her twin sister, Megan. Shannon still receives a full range of special education services, including speech, physical, and occupational therapy in the classroom setting due to developmental delays, but she continues to make great progress in all areas.

It is hard to believe that when Shannon came home in 1999, she could not even sit up on her own! Now, with the support of special education services (and her six siblings), she has achieved so many milestones in just three short years! She is walking (and trying to run), she is talking—and she is an extremely happy and biddable child.

Shannon has clearly benefited from being in a general education classroom, but the learning has definitely been a two-way street. Shannon's classmates have learned from her as well. They are learning tolerance, compassion, acceptance, and empathy ... lessons not specified by IDEA, but are a positive 'by-product' of education in the 'least restrictive environment'... My hope is that these are the lessons that will endure.

Our dream for Shannon is what we dream for each of our children: we want each of them to fulfill their potential. With the support of services through IDEA—and the support of her siblings, we know that Shannon will be able to do just that! Shannon will not be 'left behind'—she has a family, friends and a school system here in Loudoun County that won't allow our child to be left behind!

We will keep you posted on Shannon's successes!

The Ward Family
(Richard, Michele, Ryan, William, Caitlin, Connor, Patrick, Megan & Shannon Ward)

DELAWARE'S "EARLY CHOICES" PROGRAM GOES ABOVE AND BEYOND

Alyssa Unruh is a three-year-old Delaware student in the Colonial School District, who attends classes at both the New Castle Baptist Academy (NCBA), and at the Early Choices program at the Wallace Wallin School. She has been diagnosed with delays in her speech, gross motor, and fine motor skills.

Alyssa receives a variety of services that are funded through Section 619, Part B, of the Individuals with Disabilities Education Act, including physical, occupational, and speech therapies, as well as special education services through the Early Choices program. Before she started school, her parents—who are both teachers at New Castle Baptist—noticed that Alyssa wasn't developing as she should. A cousin who was 13 months younger than Alyssa, was saying and doing things that Alyssa couldn't. Her pediatrician suggested that maybe Alyssa was merely more passive than her active cousin, but Alyssa's parents continued to be concerned about her lack of progress in both her speech and physical abilities. They chose to have Alyssa evaluated anyway, and contacted the Early Choices program last September. The following month, Alyssa began to receive services to address her delays.

One of the Early Choices' staff members, an early-interventionist named Victoria, led Alyssa's evaluation team and helped her teachers and therapists write an IEP that would address Alyssa's delays. Once Alyssa was in a classroom with other children her age at NCBA, she tried to speak more, and tried to physically do what the other children were doing as well. Alyssa's posture is not as straight as it should be, so Donna Maggio, her special education teacher at Early Choices, offered the use of a special chair for Alyssa to use at NCBA. Donna also worked with Alyssa's teacher at NCBA, providing her with suggestions on how to accommodate Alyssa's disabilities in her classroom.

The muscles in Alyssa's face are weak, so that she often drools excessively. Her speech therapist is helping Alyssa to blow party horns and bubbles in an attempt to strengthen those muscles. Alyssa is also being tested to see if she has any allergies; another possible cause of the drool.

Melody Unruh, Alyssa's mother, is grateful that her daughter receives one-on-one services with each of her therapists; something the family would never be able to afford on their own. Melody is also grateful for the guidance and leadership that Early Choices staff members have provided in the development and execution of Alyssa's IEP services.

"I didn't go to school for a degree in special education," Melody explained, "and neither did my husband. Even though we're both teachers, there's no way as parents that we could have provided what the therapists and her special education teacher do for Alyssa!" Melody believes that Alyssa's therapists and teachers have gone so far beyond what her parents expected for her, and that Alyssa would not have caught up with her peers without the services that she has received. "You couldn't ask for any more from these people," Melody noted. "Even if we didn't see such an improvement in Alyssa, her therapists and teachers have provided such support and encouragement to Alyssa and our family. If your child has to receive special education services, it's nice to receive those services from a group of people like this!!!"

Melody and Mark Unruh
New Castle, Delaware

NEW MEXICO BOY SUCCESSFUL IN SCHOOL AND BEYOND!!!!

Dewight Leupp, of Yah-ta-hay, New Mexico, is four years old (soon to be 5 on April 9th). He was born prematurely at 30 weeks. Dewight is enrolled with Navajo Nation Head Start Program in Twin Lakes, New Mexico. Dewight has dual vision impairments called nystagmus and photophobia. Sunlight impairs his vision, so he uses a cap and sunglasses when he goes outside. He prefers to view things or objects within 2 to 3 inches from his face. He sees things much easier in dimly lit rooms.

This is Dewight's first year at the Twin Lakes Head Start Program. He will begin kindergarten in a small community about 8 miles from his home, in the fall of 2003. Dewight is a very bright little boy, and he works well with others, including both adults and his peers. He compensates for his difficulties extremely well. Once he is familiar with a setting he can maneuver in it very well.

Dewight is receiving special education services with the Head Start Program; he also receives bi-weekly services through the New Mexico School for the Visually Handicapped. The services he receives address Dewight's fine motor skills, as well as his receptive and expressive language skills. He's a joy to work with, and the services he's receiving will help to ensure his future success in school and beyond!!!

Marilynn Freeland, Assistive Technology Coordinator
Navajo Nation Office of Special Education and Rehabilitation Services
Window Rock, Arizona

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Part C
Early Intervention Program

Early Intervention Program (Part C)

APPROPRIATIONS (in thousands)

FY 2000 Appropriation	*FY 2001 Appropriation*	*FY 2002 Appropriation*	*FY 2003 Appropriation*	*FY 2004 CEC Recommendation*
$375,000	*$383,567*	*$417,000*	*$434,159*	*$545,000*

AUTHORIZING PROVISION

The Individuals with Disabilities Education Act (IDEA), Part H, Section 671, as authorized by the Education of the Handicapped Act Amendments of 1986, P.L. 99-457, as amended by the IDEA Amendments of 1991, P.L. 102-119, and by the Individuals with Disabilities Education Act Amendments of 1997, P.L. 105-17. In the reorganization of IDEA in this most recent reauthorization, the Early Intervention Program was authorized in Part C. The program is authorized at "such sums".

PURPOSE

Part C of the Individuals with Disabilities Education Act provides grants to states to develop and implement a statewide, comprehensive, coordinated, multi-disciplinary, interagency system that provides early intervention services for infants and toddlers with disabilities, ages birth through 2 years and their families. In 1997, Congress reauthorized the program for 5 years.

WHO RECEIVES FUNDING

All states participate voluntarily. Monies under this authority are received and administered by a lead agency appointed by the governor of the state, with the participation of a state interagency coordinating council also appointed by the governor. Available federal funds are allocated to states each year according to the relative population of children ages birth through 2 years in the state. Currently, all states have made the final commitment to ensure early intervention services for eligible infants and toddlers and their families.

KINDS OF ACTIVITIES SUPPORTED

Federal funds under this program are to be used for the planning, development, and implementation of a statewide system for the provision of early intervention services. Funds may also be used for the general expansion and improvement of early intervention services. Further, funds may be used to provide a free appropriate public education (FAPE), under Part B of IDEA, to children with disabilities from their third birthday to the beginning of the next school year. However, in the provision of actual direct services, federal funds under this program shall be the "payor of last resort," i.e., IDEA funds may not be used when there are other appropriate resources which can be used or are being used, whether public or private, federal, state, or local. These restraints on the use of IDEA funds illustrate a central objective of this program: to achieve an efficient and effective interagency service delivery system within each state.

Infants and toddlers are eligible for this program if they have a developmental delay or a diagnosed condition with a high probability of resulting in developmental delay. At state discretion, children who are at risk for developmental

RECENT FUNDING HISTORY (in thousands)

Fiscal Year	*Authorized*	*Administration's Request*	*Appropriated*
1994	"such sums"	$256,280	$253,150
1995	"such sums"	$325,130*	$315,630*
1996	pending	$315,630	$315,750
1997	pending	$315,630	$315,750
1998	$400,000	$323,960	$350,000
1999	"such sums"	$370,000	$370,000
2000	"such sums"	$390,000	$375,000
2001	"such sums"	$383,600	$383,567
2002	"such sums"	$383,567	$417,000
2003	"such sums"	$437,000	$434,159

*Includes $34 million offset from the Chapter I Disability program.

delay may also be included in the target population for the program. Early intervention services include, for each eligible child, a multi-disciplinary evaluation and assessment and a written Individualized Family Service Plan (IFSP) developed by a multi-disciplinary team and the parents. Services are available to each child and his or her family according to the IFSP. Service coordination and the services to be provided must be designed and made available to meet individual developmental needs.

FUNDING CONSIDERATIONS

In 2003, the Federal government appropriated $434 million for the early intervention program. This falls far short of addressing the need for services. The importance of the early years in ensuring that children succeed later in school and life has achieved universal and bipartisan recognition. But, realizing this agenda so that it will impact on all children throughout the country requires adequate federal support. CEC's request of $545 million represents a small federal contribution toward the actual cost of providing early intervention services.

CEC RECOMMENDS

CEC recommends an appropriation of $545 million for FY 2004 for the Early Intervention Program. Congress enacted the Early Intervention Program after gathering expert evidence on the vital importance of the earliest possible intervention for infants who are developmentally delayed or at risk of becoming so. States and communities continue to demonstrate their committment to this effort through the investment of significant resources, but federal participation is essential. Congress must live up to its commitment by providing enough funds to ensure every eligible infant and toddler and their family receives the services he or she needs. The amounts requested by CEC over the next several years will assist states with planning, developing and implementing statewide systems and for the provision of early intervention services. Full funding of Part C will fulfill the partnership promised by the Congress in 1986. Specifically, CEC requests $545 million for FY 2004, with subsequent yearly increases of $45 million per year to reach full funding by FY 2009 at $770 million.

PART C OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT
FEDERAL FISCAL YEAR 2003
PART C ALLOCATIONS TO STATE LEAD AGENCIES AND ELIGIBLE JURISDICTIONS

State/Eligible Jurisdiction	*2003 Estimate*
National Total	**$434,159,500**
Alabama	$6,313,728
Alaska	$2,127,667
Arizona	$8,193,846
Arkansas	$3,870,077
California	$52,016,926
Colorado	$6,386,135
Connecticut	$4,663,593
Delaware	$2,127,667
District of Columbia	$2,127,667
Florida	$20,030,031
Georgia	$12,772,091
Hawaii	$2,127,667
Idaho	$2,127,667
Illinois	$18,558,044
Indiana	$9,024,511
Iowa	$4,010,292
Kansas	$4,044,802
Kentucky	$5,686,986
Louisiana	$6,819,506
Maine	$2,127,667
Maryland	$7,458,797
Massachusetts	$8,412,100
Michigan	$14,210,424
Minnesota	$6,987,172
Mississippi	$4,387,834
Missouri	$7,881,260
Montana	$2,127,667
Nebraska	$2,499,338
Nevada	$3,093,316
New Hampshire	$2,127,667
New Jersey	$11,876,542
New Mexico	$2,792,815
New York	$26,098,730
North Carolina	$11,641,246
North Dakota	$2,127,667

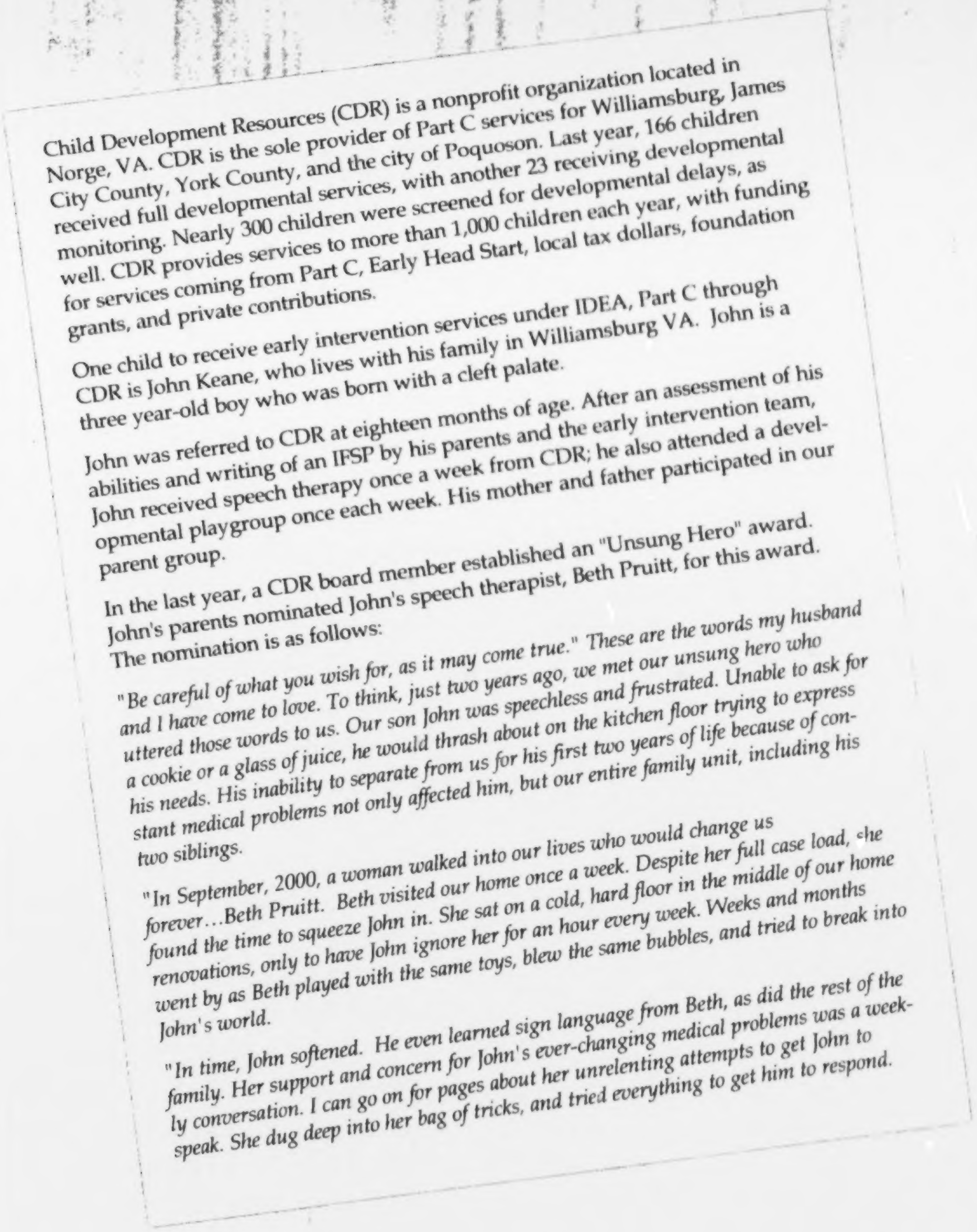
continues

PART C OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT
FEDERAL FISCAL YEAR 2003
PART C ALLOCATIONS TO STATE LEAD AGENCIES AND ELIGIBLE JURISDICTIONS (CONTINUED)

State/Eligible Jurisdiction	*2003 Estimate*
Ohio	$15,996,175
Oklahoma	$5,104,380
Oregon	$4,732,078
Pennsylvania	$15,268,327
Rhode Island	$2,127,667
South Carolina	$5,682,280
South Dakota	$2,127,667
Tennessee	$8,015,200
Texas	$34,846,484
Utah	$4,606,088
Vermont	$2,127,667
Virginia	$9,861,521
Washington	$8,394,881
West Virginia	$2,153,453
Wisconsin	$7,249,206
Wyoming	$2,127,667
American Samoa	$603,278
Guam	$1,413,123
Northern Mariana Islands	$462,815
Puerto Rico	$6,233,513
Virgin Islands	$786,891
Indian Tribe Set Aside	$5,359,994
Other	0

BEST COPY AVAILABLE

VA SPEECH THERAPIST IS CHILD'S "UNSUNG HERO"



Child Development Resources (CDR) is a nonprofit organization located in Norge, VA. CDR is the sole provider of Part C services for Williamsburg, James City County, York County, and the city of Poquoson. Last year, 166 children received full developmental services, with another 23 receiving developmental monitoring. Nearly 300 children were screened for developmental delays, as well. CDR provides services to more than 1,000 children each year, with funding for services coming from Part C, Early Head Start, local tax dollars, foundation grants, and private contributions.

One child to receive early intervention services under IDEA, Part C through CDR is John Keane, who lives with his family in Williamsburg VA. John is a three year-old boy who was born with a cleft palate.

John was referred to CDR at eighteen months of age. After an assessment of his abilities and writing of an IFSP by his parents and the early intervention team, John received speech therapy once a week from CDR; he also attended a developmental playgroup once each week. His mother and father participated in our parent group.

In the last year, a CDR board member established an "Unsung Hero" award. John's parents nominated John's speech therapist, Beth Pruitt, for this award. The nomination is as follows:

"*Be careful of what you wish for, as it may come true." These are the words my husband and I have come to love. To think, just two years ago, we met our unsung hero who uttered those words to us. Our son John was speechless and frustrated. Unable to ask for a cookie or a glass of juice, he would thrash about on the kitchen floor trying to express his needs. His inability to separate from us for his first two years of life because of constant medical problems not only affected him, but our entire family unit, including his two siblings.*

"*In September, 2000, a woman walked into our lives who would change us forever…Beth Pruitt. Beth visited our home once a week. Despite her full case load, she found the time to squeeze John in. She sat on a cold, hard floor in the middle of our home renovations, only to have John ignore her for an hour every week. Weeks and months went by as Beth played with the same toys, blew the same bubbles, and tried to break into John's world.*

"*In time, John softened. He even learned sign language from Beth, as did the rest of the family. Her support and concern for John's ever-changing medical problems was a weekly conversation. I can go on for pages about her unrelenting attempts to get John to speak. She dug deep into her bag of tricks, and tried everything to get him to respond.*

Because of Beth's unquestionable dedication, John is now talking up a storm and singing, 'God Bless America,' and praising 'Miss Beth' as his 'bestest' teacher.

"We would like to acknowledge the unsung hero that Beth Pruitt is. She is a professional whose dedication goes beyond her job scope. She never shows frustration, she never quits, and in a family's true time of need, her persistence brought a silent child into a whole new world of song. Beth, we thank you for giving our son speech!"

NOTE: John has recently transitioned out of early intervention (Part C) services at CDR.

Christine E. Barabasz
Director of Development
Child Development Resources

Three-year-old Sarah Beddor started preschool last year in a program from which her older siblings had graduated. Sarah was the only child with a disability in the class. This year, she is one of two children with disabilities in the class.

Sarah's mother, Gail Dorn, is pleased with Sarah's inclusion in the classroom. "She is considered just one of the kids," Gail said. "She is comfortable and accepted, even with the other students' parents. She isn't singled out at all for having Down syndrome." Sarah's place among her peers helps her learn valuable social and behavior skills that she may not learn from other children with Down syndrome. She is learning how to share and cooperate with other children, develop friendships, and express herself.

For now, Gail feels it is more important for Sarah to work on social skills than be pulled away from her friends to work on speech therapy. That doesn't mean Gail has eliminated Sarah's early childhood services. She still has speech, physical, and occupational therapy, but teachers don't pull Sarah away from activities with other students. Gail believes, however, that including Sarah in every class with her peers isn't always going to be the most helpful for Sarah.

"I feel like I owe it to my child to help her meet her full potential," Gail said. "I want her to be accepted as a full member of society. When she is young, it is pretty easy for her to get along with the group and be included, but when she gets older I am going to have to question if it is in her best interest to sit through advanced algebra. She may need to work on skills that are more meaningful for her—how to count out exact change for a bus, how to cook, and how to behave in a job interview."

According to research from the University of North Carolina's Frank Porter Graham Child Development Center, inclusion for young children with disabilities is important for the same reasons Gail wants Sarah in an inclusive preschool class: Young children with disabilities learn adaptive, social, and communicative skills, as well as realistic life experiences. Students without disabilities learn more realistic and accurate views of people with disabilities, develop positive attitudes about people who are different from them, and see individuals who are successful despite challenges.

* * * * * * * * * * * * * *

David Hertzog, now 6, spent the last two years in two programs—one where he was the only child with a significant disability and one designed specifically for children with disabilities. In the community-based program, David, who has Down syndrome, was one of 30 children in a classroom with two teachers. Inclusion helped him learn how to interact with his peers and learn social skills. He was invited to birthday parties, and to come over to play. He learned invaluable skills, such as taking turns and sharing, making and expressing decisions, sitting still while teachers explained a game or lesson, and self-monitoring of his behavior.

"It was realistic," said Julie, David's mother. "There were only two teachers, so he wasn't constantly looked after and prompted. Socialization was such a huge part of the inclusive program, and, at an early age, inclusion is so important because so many attitudes can change. Kids ask questions, but once those are answered, they see children with disabilities as typical rather than atypical."

How Does Inclusion Help?

The Council for Exceptional Children, Division of Early Childhood, defines inclusion as "a value, [which] supports the right of all children, regardless of their diverse abilities, to participate actively in natural settings within their communities."

Inclusion can help children:
- make friends
- notice similarities between themselves and others
- develop better language and communication skills
- develop patience and compassion
- build interdependence and ability to deal with obstacles
- learn to accept others as they are
- learn to become more assertive
- learn by imitating others

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What the law says...

Even though federal law does not use the word "inclusion," it uses the terms "natural environments" and "least restrictive environments." For children under age 3, federal law (Part C of the Individuals with Disabilities Education Act) states that "to the maximum extent appropriate, early intervention services must be provided in natural environments, including the home and community settings in which children without disabilities participate." (Sec. 303.12) "Natural environments means settings that are natural or normal for the child's age peers who have no disabilities." (Sec. 303.18) "States must include policies and procedures to ensure that the provision of early intervention services for any infant or toddler occurs in a setting other than a natural environment only when early intervention cannot be achieved satisfactorily for the infant or toddler in a natural environment." (Sec. 303.167)

For children over age 3, services are to be in the least restrictive environment, which, according to the law, means: "Each public agency shall ensure (1) that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and (2) that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

VIRGINIA TODDLER WITH DEVELOPMENTAL DELAYS NOW RUNS WITH CONFIDENCE!!!

Melissa was born two years ago, and from the first she was basically a quiet, happy, content baby. Although she weighed only 6 lbs. 10 oz. at birth, she quickly grew into a pudgy "Gerber Baby." I know that you're not supposed to compare siblings, but I was a little concerned that she wasn't rolling over by her 6-month birthday like her older sister Tara did, or that Melissa didn't babble much or try to pull up by her 9-month birthday. I thought that maybe her weight was hindering her, and that she'd eventually do these things.

However, my brother-in-law, who is a pediatrician, called me after seeing our family at Thanksgiving, and told me he was concerned about Melissa's development. He suggested that we get Melissa evaluated to see if she had any delays or disabilities. My first thought was one of shock, that Melissa was just chubby, a "big baby," and that there was really no cause for worry.

But the following March, during Melissa's well-baby visit for her first birthday, I encountered additional concerns over the way Melissa was developing. Our pediatrician, Dr. Mann, asked me a series of questions, and the more I answered them, the more worried she looked. She finally said, "I have to tell you, I'm very worried. Melissa is not doing the things she should be doing at this age." At a year, Melissa STILL wasn't rolling over, and if you sat her down she just stayed there, not attempting to move.

Dr. Mann advised me to contact the Early Intervention program in Virginia to set up an appointment to have Melissa tested under Part C of the Individuals with Disabilities Education Act (IDEA). We were assigned a Service Coordinator named Susan. Susan, along with a physical therapist and a speech therapist, came out to our house to observe Melissa, in what they called her "natural environment." I was glad they came to our house, instead of us having to come to an office, since I felt Melissa would be much more comfortable in her own home. I know I was!!!

Under Part C, a child must show a delay of 25% in at least one of several categories, and Melissa showed such a delay in her gross motor skills. We set a variety of goals for Melissa to reach during the next few months, and agreed that a physical therapist would come to our house every two weeks.

When Angela showed up at our house for the first time, she carried with her a big blue bag of toys!!! Although Melissa was initially hesitant to interact with Angela, her curiosity won the best of her, and she reached out for some of the toys. After each visit, Angela gave me some suggestions of things I might do to improve Melissa's gross motor skills. For example, Angela told us to place some of Melissa's toys to her side, not right in front of her, which would require Melissa to turn and stretch. Later, Angela suggested that we place a few toys on the sofa, to encourage Melissa to pull to a standing position. I know these sound like simple interventions, but believe me, they have a real purpose and for us, a successful outcome!!! My husband and I (as well as our older daughter, Tara) worked with Melissa on these activities, and anxiously awaited Angela's next visit so that we could show her what Melissa could do!!!

After almost a year of receiving physical therapy services (and now, also, speech therapy), Melissa is now walking, jumping—even running, just like her friends!!! She's still experiencing some delays with her speech, but I have absolutely no doubt that with the help of the services that Melissa's receiving under Part C, she'll be telling me exactly what she wants and needs—just like her big sister!!!

I hope my members of Congress realize how important early intervention services are to children with disabilities, including those with developmental delays. Because Melissa is receiving services now, it may lessen—or even negate—her need for special education services later on.

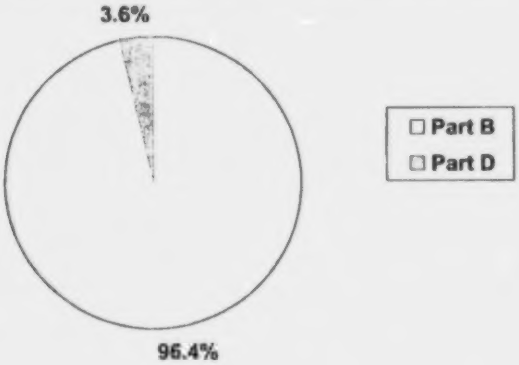
Jacki Weinstein
Herndon, Virginia

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

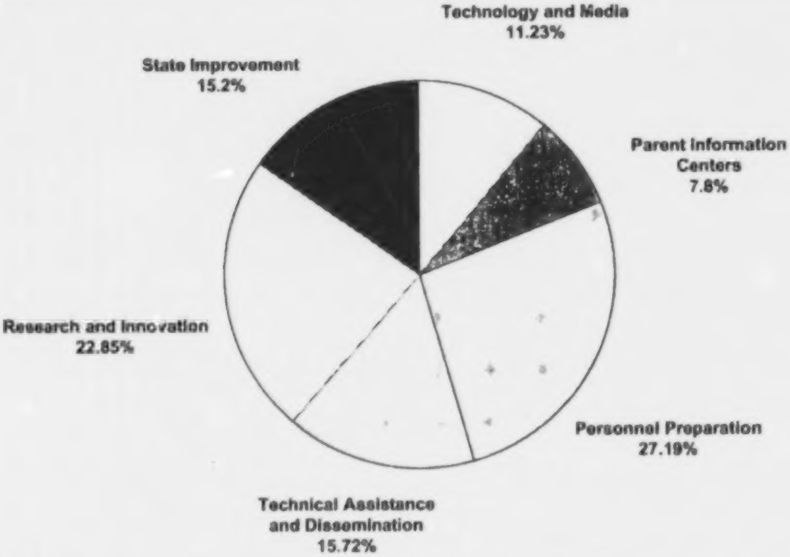
Part D
Support Programs

Support Programs (Part D)

BREAKOUT FOR PART D FY 03 FROM IDEA



BREAKDOWN OF PART D FY 03 - SUPPORT PROGRAMS



The IDEA Part D support programs provide the critical infrastructure, training, research, and development functions necessary to drive improvements in all aspects of special education practice. The support programs provide critical funds for professional development, technical assistance, and dissemination of knowledge about promising practices, to improve results for children with disabilities.

The Council for Exceptional Children believes that the Part D support programs should receive a total annual appropriation based upon a percentage derived from the overall federal annual appropriation for the IDEA Part B Grants to States, Section 619, and Part C Programs. In making its Part D support programs appropriations recommendations, the Council for Exceptional Children has used the private industry standard for research and demonstration; i.e., the percentage of overall operating budget applied by a company to ongoing research and demonstration (infrastructure) activities (also referred to as "R & D"). The private industry standard of 10% is typical for most businesses. However, the Council for Exceptional Children has adopted a conservative funding formula index of 7.5% for infrastructure and R & D activities for purposes of calculating the recommended total figure for the Part D support programs. From there, we calculated the distribution by program within Part D based upon the relative allocation to each support program under the current FY 2003 appropriation distribution.

The Council for Exceptional Children is calling on Congress to achieve *full funding for IDEA within six years.* Accordingly, we recommend an **FY 2004** *Part B Grants to States program appropriation* of **$11.40 billion** (an increase of $2.52 billion over FY 2003 appropriation), **$616 million** for the *Part B Section 619 Preschool* Program (an increase of $229 million over FY 2003), and **$545 million** for the *Part C Infants and Toddlers* Program (an increase of $111 million over FY 2003), for a total annual appropriation for the IDEA state grants programs of **$13.53 billion**. Based on the rationale described above for calculating total annual Part D appropriations (that is, the total of the Part B Grants to States, Section 619 and Part C allocations multiplied by a 7.5% index for infrastructure and R&D), the Council for Exceptional Children recommends a total of $941,966 million for FY 2004 for Part D.

IDEA Part D Support Programs

OVERVIEW OF PART D

The Individuals with Disabilities Education Act Amendments of 1997, P.L. 105-17, replaced the 14 support programs that were under Parts C-G with a new Part D, National Activities To Improve Education of Children with Disabilities. There are five authorized line items under this part. Four of these are authorized at "such sums as shall be necessary," and one program is funded by indexing based upon the Part B and Part C appropriation.

REDESIGNED

The following is a narrative of how the support programs were reconfigured in the reauthorized IDEA. A comprehensive review of each of the programs is discussed following this narrative. For an overview of the components and their funding levels, please refer to the chart on page 3.

PART D: SUBPART 1

The National Activities to Improve Education of Children with Disabilities includes the State Program Improvement Grants for Children with Disabilities.

SUBPART 2

Coordinated Research, Personnel Preparation, Technical Assistance, Support and Dissemination of Information begins with the Administrative Procedures, Section 661.

CHAPTER 1

Improving Early Intervention, Educational, and Transitional Services and Results for Children with Disabilities through Coordinated Research and Personnel Preparation. This chapter contains three basic sections.

- First, Research and Innovation to Improve Services and Results for Children with Disabilities. This program consolidated 7 of the 14 support programs from the previous law: Deaf-Blind Programs and Services, Children with Severe Disabilities, Early Childhood Education, Children and Youth with Serious Emotional Disturbance, Post-Secondary Education Programs, Secondary and Transition, and Innovation and Development. Research and Innovation has its own authorization of "such sums."
- Second, the program on Personnel Preparation to Improve Services and Results for Children with Disabilities also has its own authorization level of "such sums." This program was called Special Education Personnel Development in the previous law.
- Third is Studies and Evaluations which was called Special Studies in the previous law. This program has no separate authorization. Its annual appropriation is based upon a proportion of the funds appropriated under Parts B and C.

CHAPTER 2

Improving Early Intervention, Educational, and Transitional Services and Results for Children with Disabilities Through Coordinated Research and Personnel Preparation covers several programs. Included are: Parent Training and Information Centers, Community Parent Resource Centers, Technical Assistance for Parent Training and Information Centers, and Coordinated Technical Assistance and Dissemination. These programs all have one authorization level of "such sums." This program consolidated Regional Resource Centers, Parent Training, and Clearinghouses from the previous law.

- Following in Chapter 2 is Technology Development, Demonstration, and Utilization; and Media Services. This program contains two authorities: (a) Technology Development, Demonstration, and Utilization, and (b) Media Services, although there are no separate authorization levels for these two authorities. This program consolidated Special Education Technology and Media and Captioning Services from the previous law.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Part D

Support Programs

Subpart 1 –
State Program Improvement Grants

SUBPART 1—
State Program Improvement Grants

APPROPRIATIONS (in thousands)

FY 2000 Appropriation	*FY 2001 Appropriation*	*FY 2002 Appropriation*	*FY 2003 Appropriation*	*FY 2004 CEC Recommendation*
$35,200	*$49,200*	*$51,700*	*$51,364*	*$143,193*

AUTHORIZING PROVISION

This program was authorized June 4, 1997, through P.L. 105-17, the Individuals with Disabilities Education Act Amendments of 1997. The State Program Improvement Grants is located at Part D, subpart 1 of IDEA. It is authorized at "such sums."

PURPOSE

The purpose of this program is to assist state educational agencies (SEAs) and their partners (see description of partners below) in reforming and improving their systems for providing educational, early intervention, and transitional services, including their systems for professional development, technical assistance, and dissemination of knowledge about best practices, to improve results for children with disabilities.

FUNDING

State educational agencies can apply for grants under this subpart for a period of at least one year and not more than five years. State Improvement Grants are awarded on a competitive basis. Priority may be given on the basis of need, as indicated by information such as the federal compliance monitoring. The Secretary must use a panel of experts, the majority of whom are not federal employees, who are competent, by virtue of their training, expertise, or experience to evaluate applications. Funds from this subpart can be used to pay the expenses and fees of panel members who are not federal employees.

Grants made to states under this subpart are not less than $500,000 and not more than $2,000,000 for the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico; and not less than $80,000 in the case of an outlying area. Beginning in 1999, the maximum amount to a grantee other than an outlying area may be increased by inflation. Considerations in determining the amount of the award must take into account: the amount of funds available; the relative population of the state or the outlying area; and the types of activities proposed.

An SEA funded under this subpart shall not use less than 75% of the grant funds for any fiscal year to ensure there are sufficient regular education, special education, and related services personnel who have the skills and knowledge necessary to meet the needs of children with disabilities and developmental goals of young children; or to work with other states on common certification criteria. If the state demonstrates it has the personnel described above, the state then must use not less than 50% for these purposes.

APPLICATION REQUIREMENTS

To be considered for a grant, an SEA must establish a partnership with local educational agencies (LEAs) and other state agencies involved in, or concerned with, the education of children with disabilities. In addition, the SEA must work in partnership with other persons and organizations involved in and concerned with the education of children with disabilities, including: (1) the governor, (2) parents of children with disabilities, (3) parents of non-disabled children, (4) individuals with disabilities, (5) organizations representing individuals with disabilities and their parents, including parent training and information centers, (6) community-based and other nonprofit organizations involved in the education and employment of individuals with disabilities, (7) the lead state agency for Part C, (8) general and special education teachers, and early intervention personnel, (9) the state advisory panel for Part B, (10) the state interagency coordinating council established under Part C, and (11) institutions of higher education within the state. Optional partners may also include individuals knowledgeable about vocational education, the state agency for higher education, the state vocational rehabilitation agency, public agencies with jurisdiction in the areas of health, mental health, social services, juvenile justice, and other individuals.

Each SEA applying must submit an application that includes a state improvement plan that is integrated, to the extent possible, with state plans under the Elementary and Secondary Education Act of 1965 and the Rehabilitation Act of 1973, as appropriate. Each plan must identify aspects of early intervention, general education, and special education (including professional development) that must be improved to enable children with disabilities to meet the goals established by the state under Part B. The plan must include an analysis of: (1) information on how children with disabilities are performing, (2) state and local needs for professional development for personnel, (3) major findings of the state's most recent federal compliance review, as they relate to improving results for children with disabilities, and (4) other information on the effectiveness of the state's systems of early intervention, special education, and general education in meeting the needs of children with disabilities. Each plan must also describe improvement strategies that will be undertaken as described below.

KINDS OF ACTIVITIES SUPPORTED

Each state improvement plan submitted with an application for funding under this subpart must describe the nature and extent of the partnership agreement that must be in effect for the period of the grant. The plan must describe how funds will be used for systems change activities including how the grant funds will be used, and the amount and nature of funds from other sources including Part B funds retained for use at the state level under Sections 611 and 619 that will be used. The plan must describe how the improvement strategies undertaken will be coordinated with public and private sector resources. The improvement strategies that will be used to address the needs identified must be included in the plan, including:

A. How the state will change state policies and procedures to address systemic barriers to improving results;

B. How the state will hold LEAs and schools accountable for the educational progress of children with disabilities;

C. How the state will provide technical assistance to LEAs and schools to improve results for children with disabilities;

D. How the state will address needs in 10 identified areas for in service and pre-service preparation to ensure that all personnel who work with children with disabilities have the skills and knowledge necessary;

E. Strategies that will address systemic problems identified in federal compliance reviews including shortages of qualified personnel;

F. How the state will disseminate results of the local capacity-building and improvement projects funded under 611(f)(4);

G. How the state will address improving results for children with disabilities in the geographic areas of greatest need; and

H. How the state will assess, on a regular basis, the extent to which the strategies implemented have been effective.

RELATIONSHIP TO IDEA PRIOR TO P.L. 105-17

This is a new program authorized by P.L. 105-17. It includes funds previously allocated under Section 632 Grants to State Education Agencies.

CEC RECOMMENDS

CEC recommends an appropriation of $143,193 million for the State Improvement Program. CEC believes this is a necessary amount to allow the comprehensive planning, collaboration, and systemic change required of participating states. This amount will also insure that the program continues to expand to all states and jurisdictions.

Through Utah's state improvement project, the Utah State Education Agency will address the need for inservice and preservice preparation to ensure that all personnel who work with children with disabilities have the skills and knowledge necessary to meet their needs.

The project will provide general and special educators with the content knowledge and collaborative skills to meet the needs of children with disabilities. It will prepare professionals and paraprofessionals in the area of early intervention and work with institutions of higher education and other entities to prepare personnel to ensure that those institutions and entities develop the capacity to continue to support professional development programs that meet state and local needs. The state education agency will develop cooperative agreements with other states for joint support and development of programs to prepare personnel for which there is not sufficient demand within a single state to justify such programs. It will work with neighboring states to address the lack of uniformity and reciprocity in the credentialing of teachers and other personnel. The project will enhance the ability of teachers and others to use successful strategies and best practices to address the conduct of students with disabilities that impedes learning in the classrooms.

The project will enhance the ability of teachers and others to use successful strategies and best practices to address the conduct of students with disabilities that impedes learning in the classrooms.

The project will acquire significant knowledge derived from educational research and other sources, and will develop information about how the state, if appropriate, will adopt these promising practices, materials, and technology. This knowledge will be disseminated to teachers, administrators, school board members, and related services personnel. Project efforts will build local and state capacity to provide, improve, and expand services for students with disabilities and ensure a continuing supply of qualified personnel at all levels.

For more information, contact Bruce Schroeder at the Utah State Office of Education, Services for At-Risk Students, 250 East 500 South, Salt Lake City, UT 84111; phone: 801-538-7711; Email: bruces@provo.k12.ut.us

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Part D
Support Programs

Subpart 2—
Coordinated Research, Personnel Preparation, Technical Assistance, Support, and Dissemination of Information

SUBPART 2—

Coordinated Research, Personnel Preparation, Technical Assistance, Support, and Dissemination of Information

ADMINISTRATIVE PROVISIONS

This section is contained in subpart 2 of Part D of IDEA. The administrative provisions that define the procedural requirements for these activities are included in Section 661 of subpart 2. These administrative provisions are significantly different from those that were in effect under Section 610 prior to the 1997 reauthorization. The new administrative provisions are summarized below.

COMPREHENSIVE PLAN

The Secretary shall develop and implement a comprehensive plan for activities to enhance the provision of educational, related, transitional, and early intervention services under Parts B and C. The plan shall also include mechanisms to address needs in the service areas listed above as identified in applications submitted under the State Program Improvement program. In developing the plan, the Secretary must consult with individuals with disabilities, parents of children with disabilities, appropriate professionals, and representatives of state and local education agencies, private schools, institutions of higher education, other federal agencies, the National Council on Disability, and national organizations with an interest in, and expertise in, providing services to children with disabilities and their families. Public comment on the plan is required.

To the extent appropriate, funds under subpart 2, which are all the programs under Part D except for the State Program Improvement Grants, are to be awarded to benefit, directly or indirectly, children with disabilities of all ages. An initial report from the Secretary regarding the plan was due to Congress in December 1998 with periodic reports due to Congress thereafter.

ELIGIBLE APPLICANTS

Unless otherwise noted for a specific program, the following entities are eligible: state education agency (SEA), local education agency (LEA), institution of higher education, any other public agency, a private nonprofit organization, an outlying area, an Indian tribe or a tribal organization, and a for-profit organization if the Secretary finds it appropriate in light of the purposes of a particular competition. The Secretary may limit the entities eligible for a particular competition to one or more of the above eligible applicants.

USE OF FUNDS BY THE SECRETARY

In any fiscal year, the Secretary can use up to 20% of the funds in either Chapter 1, Coordinated Research and Personnel Preparation or Chapter 2, Coordinated Technical Assistance, Support, and Dissemination of Information for activities that are consistent with the purpose of Chapter 1, Chapter 2, or both. These activities must also involve research; personnel preparation; parent training and information; technical assistance and dissemination; technology development, demonstration, and utilization; or media services.

SPECIAL POPULATIONS

In making awards under programs under subpart 2 (all support programs under Part D except State Program Improvement Grants) the Secretary shall, as appropriate, require applicants to demonstrate how the needs of children with disabilities from minority backgrounds will be addressed. Further, at least 1% of the total amount of funds appropriated for subpart 2 (all support programs under Part D except for the State Program Improvement Grants) must be used for either or both of the following:

A. To provide outreach and technical assistance to Historically Black Colleges and Universities, and to institutions of higher education with minority enrollments of at least 25%, to promote the participation of such colleges, universities, and institutions in activities under this subpart.

B. To enable Historically Black Colleges and Universities, and the institutions described above in (A) to assist other colleges, universities, institutions, and agencies in improving educational and transitional results for children with disabilities.

PRIORITIES

Except when specifically noted in the legislation, all awards under Part D are only for activities designed to benefit children with disabilities, their families, or the personnel employed to work with these children or their families; or to benefit other individuals with disabilities whom the program is intended to benefit. In making awards, the Secretary may, without any rule-making procedure, limit competitions to, or otherwise give priority to:

A. Projects that address one or more—age ranges, disabilities, school grades, types of educational placements or early intervention environments, types of services, content areas (such as reading), or effective strategies for helping children with disabilities learn appropriate behavior in school and other community-based educational settings;

B. Projects that address the needs of children based upon the severity of their disability;

C. Projects that address the needs of low-achieving students, under served populations, children from low-income families, children with limited English proficiency, unserved and underserved areas, particular types of geographic areas, or children whose behavior interferes with their learning and socialization;

D. Projects to reduce inappropriate identification of children as children with disabilities, particularly among minority children;

E. Projects that are carried out in particular areas of the country, to ensure broad geographic coverage; and

F. Any activity expressly identified in subpart 2 (all programs under Part D except for the State Program Improvement Grants).

APPLICANT AND RECIPIENT RESPONSIBILITY

The Secretary shall require applicants and recipients of funds under subpart 2 (all programs under Part D except for State Improvement Grants) to involve individuals with disabilities or parents of individuals with disabilities in planning, implementing, and evaluating the project, and where appropriate, to determine whether the project has any potential for replication and adoption by other entities. Further, the Secretary may require recipients of funding under subpart 2: (1) to share in the cost of the project; (2) to prepare the research and evaluation findings and products from the project in formats useful for specific audiences, including parents, administrators, teachers, early intervention personnel, related services personnel, and individuals with disabilities; (3) to disseminate such findings and products; and (4) to collaborate with other recipients in the dissemination activities under (2) and (3) above.

APPLICATION MANAGEMENT

The Secretary may use funds from this subpart to evaluate activities conducted under this subpart. Funds under this subpart also may be used to pay the expenses and fees of panel members who are not employees of the Federal government. Up to 1% of the funds under subpart 2 may be used to pay nonfederal entities for administrative support related to management of applications under this subpart. In addition, funds under this subpart may be used to pay the expenses of federal employees to conduct on-site monitoring of projects receiving $500,000 or more in any fiscal year. Two kinds of panels are mentioned in the legislation:

A. **A Standing Panel.** The Secretary shall establish and use a standing panel of experts competent by virtue of their training, expertise, or experience, to evaluate applications under subpart 2 that individually request more than $75,000 per year. The membership of the panel shall include, at a minimum, individuals who: (1) represent institutions of higher education that plan, develop, and carry out programs of personnel preparation; (2) design and carry out programs of research targeted to the improvement of special education programs and services; (3) have recognized experience and knowledge necessary to integrate and apply research findings to improve educational and transitional results for children with disabilities; (4) administer programs at the state or local level in which children with disabilities participate; (5) prepare parents of children with disabilities to participate in making decisions about the education of their children; (6) establish policies that affect the delivery of services; (7) are parents of children with disabilities who are benefiting, or have benefited from research, personnel preparation, and technical assistance; and (8) individuals with disabilities. Members of the panel must be provided training. No panel member can serve more than three consecutive years unless the Secretary determines that continued participation by that individual is necessary.

B. **Peer-Review Panels for Particular Competitions.** The Secretary shall ensure that each subpanel selected from the Standing Panel that reviews applications includes: (1) individuals with knowledge and expertise on the issues addressed by activities under subpart 2, and (2) to the extent practicable, parents of children with disabilities, individuals with disabilities, and persons from diverse backgrounds. A majority of individuals on each subpanel cannot be employees of the Federal government.

MINIMUM FUNDING REQUIRED

For each fiscal year, at least the following amounts must be provided under this subpart to address the following needs:

A. $12,832,000 to address the educational, related services, transitional, and early intervention needs of children with deaf-blindness.

Danielle Chee, 1 yr. old, St. Michaels, AZ

B. $4,000,000 to address the postsecondary, vocational, technical, continuing, and adult education needs of individuals with deafness.

C. $4,000,000 to address the educational, related services, and transitional needs of children with an emotional disturbance and those who are at risk of developing an emotional disturbance.

If the total amount appropriated to carry out Research and Innovation (Section 672), Personnel Preparation (Section 673), and Coordinated Technical Assistance and Dissemination (Section 685) for any fiscal year is less than $130 million the amounts listed above will be proportionally reduced.

ELIGIBILITY FOR PRESCHOOL FINANCIAL ASSISTANCE

No state or local educational agency or educational service agency or other public institution or agency may receive a grant under subpart 2 that relates exclusively to programs, projects, and activities pertaining to children ages 3 through 5 unless the state is eligible to receive a grant under Section 619, Preschool Grants.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Part D
Support Programs

Subpart 2—
Coordinated Research, Personnel Preparation, Technical Assistance, Support, and Dissemination of Information

Research and Innovation to Improve Services and Results for Children with Disabilities

Research and Innovation to Improve Services and Results for Children with Disabilities

Appropriations (in thousands)

FY 2000 Appropriation	*FY 2001 Appropriation*	*FY 2002 Appropriation*	*FY 2003 Appropriation*	*FY 2004 CEC Recommendation*
$64,443	$77,353	$78,380	$77,210	$215,261

AUTHORIZING PROVISION

This program was authorized in June 1997 by P.L. 105-17, the Individuals with Disabilities Education Act Amendments of 1997. The Research and Innovation Program is located at IDEA, Part D, Subpart 2, Chapter 1, Section 672. The program is authorized at "such sums."

PURPOSE

The purpose of this program is to produce, and advance the use of, knowledge to:

A. Improve services to children with disabilities, including the practices of professionals and others involved in providing such services; and educational results to children with disabilities;

B. Address the special needs of preschool-aged children and infants and toddlers with disabilities, including infants and toddlers who would be at risk of having substantial developmental delays if early intervention services were not provided to them;

C. Address the specific problems of over-identification and under-identification of children with disabilities;

D. Develop and implement effective strategies for addressing inappropriate behavior of students with disabilities in schools, including strategies to prevent children with emotional and behavioral problems from developing emotional disturbances that require the provision of special education and related services;

E. Improve secondary and postsecondary education and transitional services for children with disabilities; and

F. Address the range of special education, related services, and early intervention needs of children with disabilities who need significant levels of support to maximize their participation and learning in school and in the community.

This program contains three separate authorities: New Knowledge Production; Integration of Research and Practice; and Improving the Use of Professional Knowledge. These are discussed below under "Kinds of Activities Supported."

FUNDING

The legislation indicates that the Secretary "shall" ensure that there is an appropriate balance among the three authorities included in Section 672 as described below. In addition, the Secretary must ensure an appropriate balance across all age ranges of children with disabilities.

Funds are awarded through competitive grants, contracts, or cooperative agreements. Eligible applicants include: state education agencies (SEAs), local education agencies (LEAs), institutions of higher education, any other public agency, a private nonprofit organization, an outlying area, an Indian tribe or a tribal organization, and a for-profit organization if the Secretary finds it appropriate in light of the purposes for this competition. The Secretary may limit the entities eligible for this competition to one or more of the above eligible applicants.

KINDS OF ACTIVITIES SUPPORTED

A. **New Knowledge Production** includes activities such as:

1. Expanding understanding of the relationship between learning characteristics of children with disabilities and the diverse ethnic, cultural, linguistic, social, and economic backgrounds of children with disabilities and their families.
2. Developing or identifying innovative, effective, and efficient curricula designs; instructional approaches and strategies, and developing or identifying positive academic and social learning opportunities that (a) enable children with disabilities to make effective transitions (i.e., early intervention to preschool, preschool to elementary school and secondary to adult life) or make effective transitions between educational settings; and (b) improve educational and transitional results that enhance the progress of the children, as measured by assessments within the general education curriculum.
3. Advancing the design of assessment tools and procedures that will accurately and efficiently determine the special instructional, learning, and behavioral needs of children with disabilities, especially within the context of general education.
4. Studying and promoting improved alignment and comparability of general and special education reforms concerned with curricular and instructional reform, evaluation and accountability of such reforms, and administrative procedures.
5. Advancing the design, development, and integration of technology, assistive technology devices, media, and materials, to improve early intervention, educational, and transitional services and results for children with disabilities.
6. Improving designs, processes, and results of personnel preparation for personnel who provide services to children with disabilities through the acquisition of information on, and implementation of, research-based practices.
7. Advancing knowledge about the coordination of education with health and social services.
8. Producing information on the long-term impact of early intervention and education on results for individuals with disabilities through large-scale longitudinal studies.

B. **Integration of Research and Practice** includes activities that support state systemic-change, local capacity-building, and improvement efforts such as the following:

1. Model demonstration projects to apply and test research findings in typical service settings to determine the usability, effectiveness, and general applicability of findings in such areas as improving instructional methods, curricula, and tools, such as textbooks and media.
2. Demonstrating and applying research-based findings to facilitate systemic changes, related to the provision of services to children with disabilities, in policy, procedure, practice, and the training and use of personnel.
3. Promoting and demonstrating the coordination of early intervention and educational services for children with disabilities with services provided by health, rehabilitation, and social services agencies.
4. Identifying and disseminating solutions that overcome systemic barriers to the effective and efficient delivery of early intervention, educational, and transitional services to children with disabilities.

C. **Improving the Use of Professional Knowledge** includes activities that support state systemic-change, local capacity-building, and improvement efforts such as:

1. Synthesizing useful research and other information relating to the provision of services to children with disabilities, including effective practices.
2. Analyzing professional knowledge bases to advance an understanding of the relationships, and the effectiveness of practices, relating to the provision of services to children with disabilities.
3. Ensuring that research and related products are in appropriate formats for distribution to teachers, parents, and individuals with disabilities.

4. Enabling professionals, parents of children with disabilities, and other persons to learn about and implement the findings of research and successful practices developed in model demonstration projects relating to the provision of services to children with disabilities.
5. Conducting outreach, and disseminating information relating to successful approaches to overcoming systemic barriers to the effective and efficient delivery of early intervention, educational, and transitional services to personnel who provide services to children with disabilities.

RELATIONSHIP TO IDEA PRIOR TO P.L. 105-17

Prior to the 1997 reauthorization of IDEA, there were seven separate support programs that had similar purposes/priorities. They are listed below as they appeared in IDEA prior to the 1997 reauthorization. For informational purposes, they are listed with their FY 1997 appropriations (in millions) as follows:

• Deaf-Blind Programs and Services (Sec. 622)	$ 12.83
• Children with Severe Disabilities (Sec. 624)	$ 10.03
• Early Childhood Education (Sec. 623)	$ 25.15
• Children & Youth w/Serious Emotional Disturbance (Sec. 627)	$ 4.15
• Post-Secondary Education Programs (Sec. 625)	$ 8.84
• Secondary and Transition (Sec. 626)	$ 23.97
• Innovation and Development (Sections 641 & 642)	$ 16.00
TOTAL	$100.97

CEC RECOMMENDS

CEC recommends an appropriation of $215,261 million in FY 2004. This figure is necessary to ensure the continuation of critical research to practice activities that have consistently served as the foundation for achieving meaningful results for children with disabilities and for providing cutting-edge knowledge and skills for professionals. This figure also allows for adequate resources to ensure a balance of activities across all age ranges and across the full spectrum of disabilities, within the three authorities in this consolidated program.

Continued successful implementation of IDEA depends upon adequate funding to address challenging research and innovation activities. Examples of activities include: implementing and evaluating the expanded option of developmental delay through age 9; participation of children with disabilities in assessments; disproportionate representation of minority children; continued development of non-discriminatory assessment tools; development and implementation of effective alternative programs; practices to ensure safe schools; and greater involvement in and progress in the general curriculum for children with disabilities.

MODEL DEMONSTRATION PROJECT ASSISTS ENGLISH LANGUAGE LEARNERS WITH DISABILITIES

The rapidly changing student demographic, particularly in terms of numbers of Latino/Hispanic students, is accelerating rapidly in the Midwest, especially in given semirural and rural areas. However, educational resources to meet the needs of students with language and cultural differences, particularly when learning problems and other disabilities may be entering into the mix, are very difficult to provide away from urban areas and school districts. Thanks to a four year OSEP-sponsored Model Demonstration Project entitled "Connections to Success" (http://www.cait.org./cts/), a partnership has been formed between Western Illinois University Quad Cities and the Moline Illinois School District. The university, concentrating its efforts in schools most affected by high numbers of Latino and at-risk students, as well as the attendance centers those students attend later in their school career, is providing a number of evaluative and technical supports to help those schools best meet the needs of those students in the least restrictive environment.

> Educational resources to meet the needs of students with language and cultural differences, particularly when learning problems and other disabilities may be entering into the mix, are very difficult to provide away from urban areas and school districts.

As a Model Demonstration Project, the focus is not just student-centered research but attempts to assist the targeted partner schools in their school-wide reform efforts, including but not limited to: examining behavioral and discipline issues to move towards a positive behavioral supports model, disaggregating student achievement data to provide suggestions that focus on the most significant needs of the target populations, extensive staff development activities to address areas of need and concern, co-planning of School Improvement Plans to keep grant and district priorities and subsequent activities well aligned, assistance with a state-wide recommended best practices manual for English Language Learners with Disabilities, and the provision of up-to-date English and Spanish IDEA forms (such as IEPs, parent permission forms, etc.) via the Website to teachers in the district with translation software applications to help communicate with parents in their native language. Any teacher/school district wishing to use/adapt those forms is most welcome to do so; no prior permission is necessary or required.

Without Congressional support of IDEA Part D dollars and, in particular, the flexibility to blend such monies with state and local funds on a child-centered – rather than a strictly categorical – basis, many existing and proposed initiatives within the partner district would have been discontinued due to the current fiscal crisis being faced by virtually all state and local district educational agencies in the post 9-11 era. For more information about the program, contact its director, Donald E. Healy, Jr. PhD., Director, Connections to Success Project, Western Illinois University Quad Cities, 3561 60th Street Moline, Illinois 61265; phone: 309-762-3999 ext. 270; E-mail: DE-Healy@wiu.edu

A NEW WAY OF THINKING—WORKING IN THE COMMUNITY IS THE BEST WAY TO GET READY TO WORK!

By: Lynn Moses, Transition Project Coordinator, University of Montana Rural Institute

When it comes to transition planning, many special education team members probably wish they could turn and run the other way. The truth is, "best practice" transition planning requires more of team members than ever before, but the results of this "post-school outcomes" -driven activity can make all the difference for students between graduating with unknown plans for the future or graduating with a job, supports in place, and a life.

The University of Montana's Rural Institute on Disabilities is working to create a new model of transition planning through three demonstration grants in Western Montana. The three grants are Project WISER, Linkages to Employment, and Graduate to Work. Two of the projects are federally funded through the U.S. Department of Education, Office of Special Education Programs (OSEP); the Montana Developmental Disabilities Planning Council funds the third. Each demonstration project is implemented in 1 or 2 schools each year, and each services 10 students per year. Schools are given technical assistance in the follow-up year to further assist with the implementation of these models and to build capacity for ongoing transition activities. What is especially unique about these models of transition is the focus on individualized career planning for students with significant disabilities, with the post school outcome of paid employment or self-employment. The model also promotes the use of Social Security Work Incentives and Natural Supports, which increases the student's and family's choice, control and flexibility over the services, and supports that are needed to meet the student's goals.

Hamilton High School participated in Project WISER (Work Incentives and Alternative Resource Development for Student Employment) during the second year of implementation. The staff selected 7 students with significant disabilities to participate in the project. These were students that, in the past, many people would have assumed wouldn't work, especially in the community. All of the families agreed to participate in the project.

Teachers and related services staff teamed up to begin the "Discovery" process with each of the students. The goal of Discovery is to answer the question "who is this student?" They learned about each student's unique interests, skills, and ideal conditions that they needed to be successful on a job by spending time with the students and families at home and in the community. The time spent out of the school building and time spent in the various activities led to the discovery of very rich information that was often missing from traditional evaluations such as those used for 3 year re-evaluation meetings. All of this information was compiled into a Vocational Profile, a document which guided employment planning and which students could take with them when they graduate from high school to share information with adult agencies about who they are and what supports or conditions allow them to perform at their best.

Customized jobs were developed for the students based on what was learned during Discovery. The assumption was that by learning about a student's personal interests, contributions and ideal working conditions, a job could be individually developed to allow the student to do the job with minimal ongoing supports. The best way for a student to learn about work is to actually work in the community. The team's job was to make a good "job match" so that the student could demonstrate their contributions to the employer from the beginning and the likelihood that the supports necessary for the student to be successful on the job would be in place in the work environment.

During the first year, one student began a paid job in the community during the school day and another had a volunteer position that turned into a paid position over the summer. By the follow up school year with Project WISER, two students were no longer in the program: one student graduated and began receiving employment support from a local adult service agency with the help of a Social Security Work Incentive called a PASS plan (Plan for Achieving Self-Support) and some Development Disabilities funding and one student moved out of the area. Of the five students who were still

Beginning of Follow-up Year of Project WISER		
Students (still attending school)	Eligible for Work Incentives	Individualized work in community
5	2	4

attending school, 4 had worked in the community for pay some time over the past year. Two students worked in restaurants, one in a child-care setting, and one at the local Humane Society. Most recently, one of the students decided she was going to try her own small business. Two of the students are now eligible for PASS plans. The PASS plan funding can be used to partially meet some of their ongoing employment needs after they graduate and while they are on the waiting list for developmental disabilities employment services (job development, job coaching, follow along support, transportation or purchase employment related equipment, etc.).

Student Success Story

Nichole didn't even want to us to say the words "work" or "job" when we first started vocational planning with Project WISER. She said she didn't want anyone to know her Social Security number, she didn't need any money and she wanted to stay at home. Many people thought she wasn't employable in the community because of her behavior. After completing initial Discovery, we were able to determine what particular contributions Nichole could bring to an employer and what she liked and needed in a job site. She started with a school-based job so we could learn more. We didn't call it a job, but asked her if she would be willing to do some "tasks" for the Principal. She assisted in the office and organized the school bulletin boards. She needed support from a job coach initially to learn the steps of the job, but was then able to complete most of the tasks on her own. Her school-based job gave us new information about her interests, contributions and support needs, so we were able to identify the parameters or Ideal Conditions of employment (supports, tasks, environment) that we would look for or create for her in her community. We then identified an employer who might match these conditions and marketed her contributions to them. A local bakery had unmet needs for tasks that Nichole wanted to perform. They hired her to stock the coffee and counter areas, a job that was difficult for them to complete during their busy times of the day. Many of Nichole's actions that were seen as behavior problems at school either disappeared at work or turned out to be contributions. Nichole's situation demonstrates that discovery and good planning can lead to paid work in the community for students with disabilities. Nichole now enjoys earning money and buying things she wants. She is looking to increase her hours and/or find another job.

Again, these are the students that many people think wouldn't be able to work in paid positions in the community. Typically, minimal time on planning for life after high school was completed. Families were told they would have to wait for services. Because the team learned about alternative resources and individualized employment, the staff was then able to develop jobs that matched students' unique skills, interests, and needs. The students were able to make a contribution to the employers and demonstrate that they were able to work in the community in real paid jobs. Parents learned about adult services and alternative ways to fund employment related activities for their child once they graduated from high school.

There is still more to do and learn, but this new approach is making a difference for students and families who are looking to a future of limited adult services due to proposed budget cuts and increases in the population of students with significant disabilities. Project WISER encouraged a new way of thinking about how to serve students with significant disabilities. Students and parents are encouraged to think about the possibilities of working in the community. Without the support of this project, the students, staff and families would not have been able to participate in the trainings or meetings necessary to learn about and develop the capacity to implement this new model of transition.

For more information about this program, contact Ellen Condon, Transitions Projects Director, Marie Westfall, Transitions Project Coordinator, or Lynn Moses, Transition Projects Coordinator, Rural Institute on Disabilities the University of Montana, 52 Corbin Hall, Missoula, MT 59812 or condon@selway.umt.edu or marie@ruralinstitute.umt.edu or lrmoses@ruralinstitute.umt.edu

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INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Part D
Support Programs

Subpart 2—
Coordinated Research, Personnel Preparation, Technical Assistance, Support, and Dissemination of Information

Personnel Preparation to Improve Services and Results for Children with Disabilities

Personnel Preparation to Improve Services and Results for Children with Disabilities

APPROPRIATIONS (in thousands)

FY 2000 Appropriation	*FY 2001 Appropriation*	*FY 2002 Appropriation*	*FY 2003 Appropriation*	*FY 2004 CEC Recommendation*
$81,952	*$81,952*	*$165,528*	*$91,899*	*$256,146*

AUTHORIZING PROVISION

This program was authorized in June 1997 by P.L. 105-17, the Individuals with Disabilities Education Act Amendments of 1997. The Personnel Preparation to Improve Services and Results Program is located at IDEA, Part D, Subpart 2, Chapter 1, Section 673. The program is authorized at "such sums".

PURPOSE

The purpose of this program is to (1) help address state-identified needs for qualified personnel in special education, related services, early intervention, and regular education, to work with children with disabilities; and (2) ensure that those personnel have the skills and knowledge, derived from practices that have been determined through research and experience to be successful, that are needed to serve those children.

This program contains four authorities: Low-Incidence Disabilities; Leadership Preparation; Projects of National Significance; and High-Incidence Disabilities. These are discussed below under "Kinds of Activities Supported."

FUNDING/APPLICATIONS

The Secretary shall, on a competitive basis, make grants to, or enter into contracts or cooperative agreements with eligible entities.

A. Selection of Recipients

In selecting recipients for low-incidence disabilities, the Secretary may give preference to applications that prepare personnel in more than one low-incidence disability, such as deafness and blindness. Further, the Secretary shall ensure that all recipients who use that assistance to prepare personnel to provide services to children who are visually impaired or blind that can appropriately be provided in Braille, will prepare those individuals to provide those services in Braille. In selecting recipients for high-incidence disabilities, the Secretary may consider the impact of the project proposed in the application in meeting the need for personnel identified by the states. Only eligible applicants that meet state and professionally-recognized standards for the preparation of special education and related services personnel, if the purpose of the project is to assist personnel in obtaining degrees, shall be awarded grants.

The Secretary may give preference to institutions of higher education that are (a) educating regular education personnel to meet the needs of children with disabilities in integrated settings and educating special education personnel to work in collaboration with regular education in integrated settings; and (b) are successfully recruiting and preparing individuals with disabilities and individuals from groups that are under-represented in the profession for which they are preparing individuals.

B. **Applications:** Any eligible entity that wishes to receive a grant, or enter into a contract or cooperative agreement shall submit an application to the Secretary containing the following information as required.

1. Applications shall include information demonstrating that the activities described in the application will address needs identified by the state or states the applicant proposes to serve.
2. Any applicant that is not a local educational agency (LEA) or a state educational agency (SEA) shall include information demonstrating that the applicant and one or more SEAs have engaged in a cooperative effort to plan the project to which the application pertains, and will cooperate in carrying out and monitoring the project.
3. The Secretary may require applicants to provide letters from one or more states stating that the states (a) intend to accept successful completion of the proposed personnel preparation program as meeting state personnel standards for serving children with disabilities or serving infants and toddlers with disabilities; and (b) need personnel in the area or areas in which the applicant's purpose is to provide preparation, as identified in the states' comprehensive systems of personnel development under Parts B and C.

C. **Service Obligation:** Each application for funds under Low-Incidence, High-Incidence, and National Significance (to the extent appropriate) shall include an assurance that the applicant will ensure that individuals who receive a scholarship under the proposed project will provide special education and related services to children with disabilities for 2 years for every year for which assistance was received or repay all or part of the cost of that assistance, in accordance with regulations issued by the Secretary. Each application for funds under Leadership Preparation shall also include an assurance that the applicant will perform work related to their preparation for a period of 2 years for every year for which assistance was received or repay all or part of the cost of that assistance.

D. **Scholarships:** The Secretary may include funds for scholarships, with necessary stipends and allowances in awards in low-incidence, leadership, national significance, and high-incidence.

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KINDS OF ACTIVITIES SUPPORTED

A. **Low-Incidence Disabilities** such as: visual or hearing impairments, or simultaneous visual and hearing impairments; significant cognitive impairment; or any impairment for which a small number of personnel with highly specialized skills and knowledge are needed in order for children with that impairment to receive early intervention services or a free appropriate public education (FAPE) will support activities that:

1. Prepare persons who: (a) have prior training in educational and other related service fields; and (b) are studying to obtain degrees, certificates, or licensure that will enable them to assist children with disabilities to achieve the objectives set out in their individualized education programs (IEPs) described in Section 614(d), or to assist infants and toddlers with disabilities to achieve the outcomes described in their individualized family service plans described in Section 636.
2. Provide personnel from various disciplines with interdisciplinary training that will contribute to improvement in early intervention, educational, and transitional results for children with disabilities.
3. Prepare personnel in the innovative uses and application of technology to enhance learning by children with disabilities through early intervention, educational and transitional services.

4. Prepare personnel who provide services to visually impaired or blind children to teach and use Braille in the provision of services to such children.
5. Prepare personnel to be qualified educational interpreters, to assist children with disabilities, particularly deaf and hard-of-hearing children in school and school-related activities and deaf and hard-of-hearing infants and toddlers and preschool children in early intervention and preschool programs.
6. Prepare personnel who provide services to children with significant cognitive disabilities and children with multiple disabilities.

B. **Leadership Preparation** supports activities that:

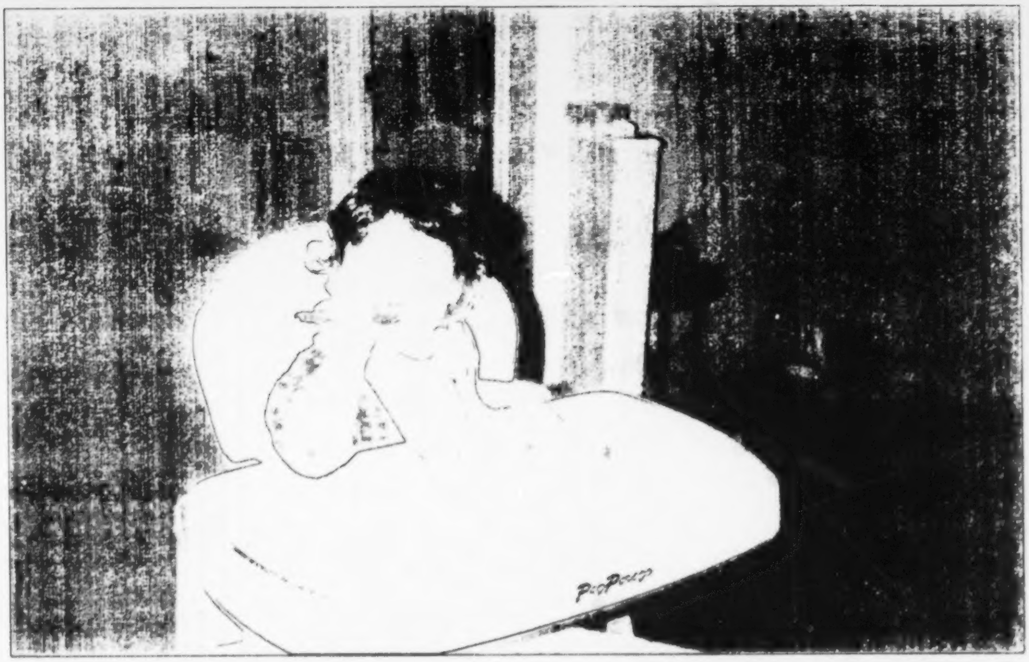
   1. Prepare personnel at the advanced graduate, doctoral, and postdoctoral levels of training to administer, enhance, or provide services for children with disabilities.
   2. Provide interdisciplinary training for various types of leadership personnel, including teacher preparation faculty, administrators, researchers, supervisors, principals, and other persons whose work affects early intervention, educational, and transitional services for children with disabilities.

C. **Projects of National Significance** are those that have broad applicability and include activities that:

   1. Develop and demonstrate effective and efficient practices for preparing personnel to provide services to children with disabilities, including practices that address any needs identified in the state's improvement plan under Part C.
   2. Demonstrate the application of significant knowledge derived from research and other sources in the development of programs to prepare personnel to provide services to children with disabilities.
   3. Demonstrate models for the preparation of, and interdisciplinary training of, early intervention, special education, and general education personnel, to enable the personnel to: (a) acquire the collaboration skills necessary to work within teams to assist children with disabilities; and (b) achieve results that meet challenging standards, particularly within the general education curriculum.
   4. Demonstrate models that reduce shortages of teachers, and personnel from other relevant disciplines, who serve children with disabilities, through reciprocity arrangements between states that are related to licensure and certification.
   5. Develop, evaluate, and disseminate model teaching standards for persons working with children with disabilities.
   6. Promote the transferability, across state and local jurisdiction, of licensure and certification of teachers and administrators working with such children.
   7. Develop and disseminate models that prepare teachers with strategies, including behavioral interventions, for addressing the conduct of children with disabilities that impedes their learning and that of others in the classroom.
   8. Provide professional development that addresses the needs of children with disabilities to teachers or teams of teachers, and where appropriate, to school board members, administrators, principals, pupil-service personnel, and other staff from individual schools.
   9. Improve the ability of general education teachers, principals, and other administrators to meet the needs of children with disabilities.
   10. Develop, evaluate, and disseminate innovative models for the recruitment, induction, retention, and assessment of new, qualified teachers, especially from groups that are under represented in the teaching profession, including individuals with disabilities.
   11. Support institutions of higher education with minority enrollments of at least 25% for the purpose of preparing personnel to work with children with disabilities.

D. **High-Incidence Disabilities**, such as children with specific learning disabilities, speech or language impairment, or mental retardation, include the following:

   1. Activities undertaken by institutions of higher education, local educational agen-



cies, and other local entities that: (a) improve and reform their existing programs to prepare teachers and related services personnel to meet the diverse needs of children with disabilities for early intervention, educational, and transitional services; and (b) work collaboratively in regular classroom settings to incorporate best practices and research-based knowledge about preparing personnel so they will have the knowledge and skills to improve educational results for children with disabilities.

2. Activities incorporating innovative strategies to recruit and prepare teachers and other personnel to meet the needs of areas in which there are acute and persistent shortages of personnel.
3. Activities that develop career opportunities for paraprofessionals to receive training as special education teachers, related services personnel, and early intervention personnel, including interdisciplinary training to enable them to improve early intervention, educational, and transitional results for children with disabilities.

RELATIONSHIP TO IDEA PRIOR TO P.L. 105-17

Prior to the 1997 reauthorization of IDEA, this program was called Special Education Personnel Development, and the FY 1997 appropriation was $91.34 million. This former program included Section 631 – Grants for Personnel Training and Section 632 – Grants to State Education Agencies.

CEC RECOMMENDS

CEC recommends an appropriation of $256,146 million in FY 2004. This figure will allow continued funding of innovative, state of the art, professional preparation programs that have a strong link to the research base for teaching and teacher preparation and which promote research into practice in the classroom. A vital responsibility of this program is to provide the groundwork in professional preparation that states will depend upon to ensure the success of the systems change and professional development activities authorized in the state improvement program.

AUTHORIZING PROVISION

This program was authorized in June 1997 by P.L. 105-17, the Individuals with Disabilities Education Act Amendments of 1997. The Studies and

The Problem

The problem of preparing an adequate number of special education leaders, a nationwide dilemma, is particularly acute in California, which has the largest population in the nation (31 million people). Between 1994 and 1999, the average number of earned doctoral degrees in special education, statewide, was 6 per year; only 2 per year pursued careers in higher education. California currently has 40 personnel preparation programs. In 2002, more than 20 colleges and universities in California advertised one or more faculty positions in special education yet the State produced only two new doctorally prepared graduates seeking jobs in higher education. Since the majority (67%) of current special education doctoral students do not move to attend graduate school, it is unlikely that many will choose to relocate to California upon graduation. Because both the in-state production of doctoral graduates and the influx of out-of-state graduates are low, it has been estimated that, statewide, half of the faculty positions in smaller universities and one quarter in larger universities go unfilled each year.

In Northern California, a geographic area larger than the size of New England, there is only one university that offers a doctorate in special education. That program is designed for full-time students, accepts 4 to 6 doctoral students a year across the exceptionalities, and graduates 1 to 3 students annually. Many prospective doctoral students cannot afford to attend school full-time due to the financial responsibilities common to most mid-life adults, especially in the San Francisco Bay Area where housing costs are the highest in the nation.

California's growing number of students from diverse ethnic and linguistic groups poses additional challenges to finding qualified personnel. Due to changing demographics and teacher and faculty shortages, there is a critical need to increase the number of special educators from diverse backgrounds. Nationwide, only 9% of special education doctoral students are African-American, 5.5% are Hispanic and 4% are Asian. The supply of minority group special education doctoral graduates who choose to teach in higher education has decreased in recent years due to both a decline in the overall graduation rate for doctoral students and to career choice factors. Deliberate and aggressive recruitment and retention efforts must be implemented in order to increase the number of faculty from minority backgrounds completing doctoral degrees in special education.

The Projects

Thanks to two Personnel Preparation grants from the U.S. Department of Education's Office of Special Education Programs (OSEP) in the Minority Competition category, the University of San Francisco (USF) is in it's sixth year of special education leadership preparation. Preparing Leaders in Multicultural Urban Special Education (Project MUSE) and Preparing Urban Leaders for Special Education (Project PULSE) were implemented to address four interrelated needs: the shortage of leadership personnel, focused training of instructional and research leaders in higher education, interdisciplinary leadership preparation in urban multicultural special education, and recruiting for diversity.

This five year 60-unit program was designed to serve mid-career working professionals. Courses are held on weekends, in the evening and in the summer to enable candidates to work full time while completing a high quality, rigorous Ed.D. Program. Courses are jointly delivered by special and general education personnel with an emphasis on college teaching and research in urban multicultural special education. Trainees represent a cadre of teacher-scholars from culturally and linguistically diverse backgrounds.

Outcomes

1) USF is now the largest producer of doctorally prepared special educators in California, with minority and bilingual doctoral candidates/graduates in the majority.
2) The number of doctoral candidates prepared by the projects has exceeded projections. Currently, there are 17 doctoral candidates enrolled in the program. They range in age from mid-20s to late 40s and include six African-American candidates, three Asian-American candidates (a Filipina with some fluency in Tagalog, a Chinese-American who is fluent in Mandarin and Cantonese, and an Okinawan-American with some fluency in Japanese), and two Hispanic-American candidates, as well as two individuals with disabilities and one parent of two children with developmental disabilities.
3) In 2001-02, the first group of seven candidates completed the doctoral program (including two African-Americans, one Hispanic-American fully bilingual in Spanish and one parent of a child with disabilities). Six graduates were immediately hired by universities in California, five at the rank of Assistant Professor and one as an Associate Professor. One graduate has relocated to Washington State to assume a position in higher education. Three graduates serve as their university's Director of the Special Education Credential Program. One graduate serves as a co-director of an $800,000 OSEP grant to train urban special educators from underrepresented groups (in the Minority Competition). Three candidates will complete the program in 2003. They plan to seek higher education positions.
4) One recent graduate received an OSEP Student-Initiated award to conduct her dissertation research. There were 76 applicants in this competition; 12 grants were awarded nationwide. The USF candidate's application was ranked number one.
5) While in the doctoral program, one candidate served as a national Vice-President of Student CEC and another served two terms as California Student CEC president. All graduates/candidates are active members of CEC, AERA, and the California Association of Professors of Special Education (CAPSE).
6) Sixty percent of doctoral graduates and current doctoral candidates are from underrepresented groups.
7) The presence of minority doctoral candidates has had a profound effect on the student composition in the USF special education teacher credential program. In six years, the percentage of credential candidates from underrepresented groups has risen from 11% to 40% of enrollment.

Summary

Many university faculty would like to continue the traditional model of doctoral preparation, much like the one they experienced, but the critical situation in California required USF to think outside the box in order to solve a critical personnel problem. In addition to pursuing a rigorous research-based curriculum, our doctoral candidates also co-teach in the credential program during their training. In addition, they are expected to participate in candidate recruitment, program assessment, thesis preparation, curriculum development, student advisement, grant writing, etc. which are required experiences in the USF program for all special education doctoral candidates. We tell our candidates these endeavors are tools for their professional toolbox. When they interview for faculty positions and are asked whether they have experience performing any of these professorial activities, they will be able to say "yes." As for research productivity, all recent graduates and several current students are preparing or have submitted articles for publication based on their dissertation and/or subsequent research and several are preparing Initial Career grant applications.

For more information about these projects, contact Dr. Susan Evans, University of San Francisco, School of Education, 2130 Fulton Street, San Francisco, CA. 94117 or at evanss@usfca.edu or 415.422.5892.

VIRTUAL RESOURCE CENTER IN BEHAVIORAL DISORDERS (VRCBD)

The **Virtual Resource Center in Behavioral Disorders (VRCBD)** provides software and online resources for educators who work with children and youth with emotional and behavioral disorders.

Supported by two Personnel Preparation grants from the U.S. Department of Education's Office of Special Education Programs (OSEP), researchers at the University of Missouri-Columbia and Arkansas State University developed and disseminated a series of ten interactive multimedia case study programs for use in personnel preparation and accompanying software tools for teachers and children to use in classroom management.

The interactive cases are completely authentic, featuring real children in real situations. They are designed to help novice teachers bridge the gap between theory and practice and "think like teachers" in solving ill-defined problems of practice. The format of the cases allows interactive linking of multiple media such as images, videos, and audios with case records, information databases, and instructional guidance within the program. In addition to the interactive case programs, computerized support tools are provided to help teachers create individualized behavioral management interventions and plan behavioral support curriculum. The children's software helps children identify personal goals, create personalized self-management materials, and monitor their progress. The VRCBD web site includes descriptive information for the software programs, implementation materials, ordering information, archives of online conferences, and research summaries.

The VRCBD training materials have been disseminated throughout the U.S and several international countries. Extensive research with the VRCBD cases supports the effectiveness of the materials in inservice and pre-service education. As one pre-service teacher wrote: "I feel like I can do better in the classroom now as a teacher. I feel like I have had hands-on experience doing an assessment. I feel like I can write up a report better. It is actually like you're in the classroom-you're right there-you are doing the observation."

For more information, visit the VRCBD web site at http://www.coe.missouri.edu/~vrcbd or contact the project co-directors: Gail E. Fitzgerald, Ph.D., University of Missouri-Columbia, at fitzgeraldg.missouri.edu; or Louis P. Semrau, Ph.D., Arkansas State University, at semrau@cox-internet.com.

STRENGTHENING CONTENT AREA PREPARATION AT THE SECONDARY LEVEL FOR FUTURE TEACHERS OF DEAF AND HARD-OF-HEARING STUDENTS

The certification requirements for teachers of deaf/hard-of-hearing students in Pennsylvania and many other states is K-12, with no requirement for general education certification. This means that most deaf education teachers have no coursework in the teaching of the content areas, math, science, and social studies. The field needs teachers who have the content area foundations needed for secondary instruction, as well as knowledge of how older students learn, so that they can teach higher order concepts to students whose reading ability typically does not match their cognitive levels. Because most teacher education programs in deaf education tend to focus at the elementary level, it is often difficult to find teachers qualified to teach content areas in center schools at the secondary level.

Likewise, in public schools, where deaf/hard-of-hearing students are increasingly educated, resource or itinerant teachers must have the skills to provide academic support in these disciplines, as well as direct teaching of reading and English. The need for well-prepared teachers is heightened by the requirement that all students, including those with disabilities, must take statewide instructional assessments.

The University of Pittsburgh's Program in Education of Deaf and Hard-of-Hearing Students is currently in its second year of a project entitled, "Strengthening Content Area Preparation at the Secondary Level for Future Teachers of Deaf and Hard-of-Hearing Students." This program is supported by a Personnel Preparation grant from the U.S. Department of Education's Office of Special Education Programs (OSEP) under the call 'Preparation of Special Education, Related Services, and Early Intervention Personnel to Serve Infants, Toddlers, and Children with Low-Incidence Disabilities' (CFDA 84.325A). The project addresses the critical need for improvement in quality of deaf education teachers, by strengthening the preparation of future teachers who may teach secondary-level students either in center schools for the deaf, or in high school resource rooms, or itinerant programs serving mainstream schools. Students who seek certification in the education of deaf and hard-of-hearing students under this grant take additional coursework in lesson design and instruction for secondary deaf and hard-of-hearing students, additional coursework (6-9 credits) in secondary mathematics, science, or social studies education from the general education programs, and additional practica specific to their selected content area. In addition, the grant provided funding for these students to attend professional conferences in their chosen content area thus "jump-starting" their professional development.

This program will graduate its first class this coming April, however positive results have already been noted both by University faculty and professionals in the schools. Students are more confident in their teaching of secondary level material than are those of students who are not in the program. Their lessons are engaging and complete, and are reflective of current theory and best practice. In addition, the students themselves have attested to the benefits of the program. "If it was not for the grant, I wouldn't have had an opportunity to learn about teaching strategies associated with science that I could employ [in my teaching]," says one student. Another states, "Basically the whole experience of being on the grant has given me more confidence to teach deaf/hard of hearing students on a secondary education level - especially in the field of math. For me, I think the grant has opened up my eyes to this "new" world of mathematics education - knowing the difference between traditional and reformed math education." We look forward to these students becoming teachers in deaf education, knowing that they are better prepared for the classroom.

For more information about the program, please contact: Claudia M. Pagliaro, Ph.D., Director, Strengthening Content Area Preparation at the Secondary Level for Future Teachers of Deaf and Hard-of-Hearing Students, University of Pittsburgh, 4F28 Wesley W. Posvar Hall, Pittsburgh, PA 15260, or at pagliaro@pitt.edu, or 412/624-7251 V/TTY.

OSEP PROJECT SEEDS A LONG-TERM SUCCESS IN ALTERNATIVE TEACHER PREPARATION PROGRAM

Over fourteen years ago, the Department of Special Education at Utah State University received an OSEP Special Project Grant to help address the serious shortage of special education teachers in Utah. In this project, university faculty together with special education staff in local school districts developed and operated a high-quality, 26-28 semester hour, alternative preservice teacher training program to prepare special education teachers for students with mild and moderate disabilities.

This OSEP project produced one of the most highly valued teacher preparation programs in Utah in the eyes of local school districts in Utah. Today, more than twelve tears after the end of that grant, this program continues to produce new teachers desperately needed by participating local schools, has doubled in size so that it now graduates 55-60 new teachers each year and has spawned a parallel alternative teacher preparation program for special education teachers for students with severe disabilities. In addition, the alternative programs represent a higher enrollment of minority students and nontraditional students than is normal. Most of the students in these programs are older, and most have children.

This project served (and still serves) the large inner city and suburban school districts in the greater Salt Lake City area; we (the directors) also believe that the project served as an example for others.

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INDIVIDUALS WITH DISABILITIES
EDUCATION ACT (IDEA)

Part D
Support Programs

Subpart 2—
Coordinated Research, Personnel Preparation, Technical Assistance, Support, and Dissemination of Information

Studies and Evaluations

Studies and Evaluations

APPROPRIATIONS (in thousands)

FY 2000 Appropriation	*FY 2001 Appropriation*	*FY 2002 Appropriation*	*FY 2003 Appropriation*	*FY 2004 CEC Recommendation*
$12,948	*$15,948*	*$15,000*	*$16,000*	*$20,000*

Evaluations is located at IDEA, Part D, Subpart 2, Chapter 1, Section 674.

PURPOSE

The Secretary shall, directly or through grants, contracts, or cooperative agreements, assess the progress in the implementation of this Act, including the effectiveness of state and local efforts to provide: (1) a free appropriate public education to children with disabilities; and (2) early intervention services to infants and toddlers with disabilities and infants and toddlers who would be at risk of having substantial developmental delays if early intervention services were not provided to them.

FUNDING

The Secretary may reserve up to 1/2 of 1% of the amount appropriated under Parts B and C for each fiscal year to carry out this Section except for the first fiscal year in which the amount described above is at least $20 million the maximum amount the Secretary may reserve is $20 million. For each subsequent fiscal year, the maximum amount the Secretary may reserve is $20 million increased by the cumulative rate of inflation since the previous fiscal year. In any fiscal year for which the Secretary reserves the maximum amount, the Secretary shall use at least half of the reserved amount for activities under Technical Assistance to the local education agencies (LEAs) for local capacity building and improvement under Section 611(f)(4) and other LEA systemic improvement activities.

KINDS OF ACTIVITIES SUPPORTED

The Secretary may support studies, evaluations, and assessments, including studies that:

A. Analyze measurable impact, outcomes, and results achieved by state educational agencies and LEAs through their activities to reform policies, procedures, and practices designed to improve educational and transitional services and results for children with disabilities;

B. Analyze state and local needs for professional development, parent training, and other appropriate activities that can reduce the need for disciplinary actions involving children with disabilities;

C. Assess educational and transitional services and results for children with disabilities from minority backgrounds including data on the number of minority children who: (1) are referred for special education evaluation; (2) are receiving special education and related services and their educational or other service placement; and (3) graduated from secondary and postsecondary education. Identify and report on the placement of children with disabilities by disability category.

The Secretary is also required to maintain data on the performance of children with disabilities from minority backgrounds on state assessments and other performance indicators established for all students and measure educational and transitional services and results of children with disabilities including longitudinal studies that:

1. Examine educational and transitional services and results for children with disabilities who are 3 through 17 years of age and who are receiving special education and related services using a national, representative sample of distinct age cohorts and disability categories; and
2. Examine educational results, postsecondary placement, and employment status of individuals with disabilities, 18 through 21 years of age, who are receiving or have received special education and related services.Three activities shall occur as follows: National Assessment, Annual Reports, and Technical Assistance to LEAs.

National Assessment

1. The Secretary shall carry out a national assessment of activities using federal funds in order to:
   a. determine the effectiveness of this Act in achieving its purposes;
   b. provide information to the President, Congress, the states, LEAs, and the public on how to implement the Act more effectively; and
   c. provide the President and Congress with information that will be useful in developing legislation to achieve the purposes of this Act more effectively.
2. The Secretary shall plan, review, and conduct the national assessment in consultation with researchers, state practitioners, local practitioners, parents of children with disabilities, individuals with disabilities, and other appropriate individuals.
3. The national assessment shall examine how well schools, LEAs, states, other recipients of assistance, and the Secretary are achieving the purposes, including:
   a. improving the performance of children with disabilities in general scholastic activities and assessments as compared to nondisabled children;
   b. providing for the participation of children with disabilities in the general curriculum;
   c. helping children with disabilities make successful transitions from early intervention services to preschool, preschool to

Photo courtesy of Denise M. Marier, Los Angeles County Office of Education elementary school, and secondary school to adult life;

d. placing and serving children with disabilities, including minority children, in the least restrictive environment appropriate;

e. preventing children with disabilities, especially children with emotional disturbances and specific learning disabilities, from dropping out of school;

f. addressing behavioral problems of children with disabilities as compared to nondisabled children;

g. coordinating services with each other, with other educational and pupil services (including preschool services), and with health and social services funded from other sources;

h. providing for the participation of parents of children with disabilities in the education of their children; and

i. resolving disagreements between education personnel-and parents through activities such as mediation.

4. The Secretary shall submit to the President and Congress an interim report that summarizes the preliminary findings of the assessment not later than October 1, 1999, and a final report of the findings of the assessment not later than October 1, 2001.

ANNUAL REPORT

The Secretary shall report annually to Congress on: (1) an analysis and summary of the data reported by the states and the Secretary of the Interior under Section 618; (2) the results of activities conducted under Studies and Evaluations; and (3) the finding and determinations resulting from reviews of state implementation.

TECHNICAL ASSISTANCE

The Secretary shall provide directly or through grants, contracts, or cooperative agreements, technical assistance to LEAs to assist them in carrying out local capacity-building and improvement projects under Section 611(f)(4) and other LEA systemic improvement activities.

RELATIONSHIP TO IDEA PRIOR TO P.L. 105-17

Prior to the 1997 reauthorization of IDEA, this program was called Special Studies and the FY 1997 appropriation was $3.83 million.

This project will design and conduct two interrelated research and development endeavors: the Special Education Expenditure Project (SEEP) and the Center for Special Education Finance (CSEF). The SEEP will determine the total and per-pupil amounts spent on special education services throughout the U.S. More significantly, SEEP will collect data in such a way as to increase understanding of the overall pattern of allocation of education dollars to students with disabilities. While SEEP is very much data driven, the role of the CSEF is to recognize the policy context for this research. The CSEF will establish an ongoing center for a variety of activities focused on increased understanding of the relationship among federal, state, and local policies regarding the funding of special education programs.

SEEP will collect data in such a way as to increase understanding of the overall pattern of allocation of education dollars to students with disabilities.

SEEP will focus on how federal, state, and local funds are blended with support from other social service enterprises to provide for the needs of students with disabilities as mandated under the Individuals with Disabilities Education Act (IDEA) of 1997. This study will explore the fiscal impact of specific changes in the IDEA-Part B legislation, including such elements as the new fiscal provisions pertaining to disincentives for placement in the least restrictive environment requirements, the increased flexibility for the provision of instructional services to students with disabilities in general education classrooms, coordination of services with other health and social service agencies, increased requirements for mediation in dispute resolution, increased emphasis on blending of funds in school-wide programs, and the establishment of new higher standards for all students. The project will also address the patterns of variation across different types of students by disability and in different kinds of institutional settings (e.g., public school districts, cooperatives designed to serve students with disabilities, and private schools).

Finally, the study will explore the fiscal relationship between special and regular education programs. The study sample will include approximately 250 school districts and cooperatives along with approximately 1,000 schools serving students with disabilities. Within these schools, the project will collect information on a sample of approximately 12,000 individual children to capture the relationships among student needs, services provided, and expenditures. To collect uniform resource allocation information in areas where districts do not generally maintain thorough and uniform records, the SEEP will rely on an "ingredients" (Resource Cost Model or RCM) approach to collection of resource information. CSEF will support the design and conduct of the SEEP, and it will provide an outlet for the synthesis and dissemination of the findings of SEEP. At the same time, CSEF will promote a connection with the world of special education policy in order to enhance the understanding of the linkage between alternative funding models and the patterns of resource allocation.

Products: The SEEP database will be designed with both a descriptive and analytical capability in mind, and CSEF will provide relationships to the policy world that will enhance provision of valuable insights to special education policy constituencies.

In its report, "*What Are We Spending on Special Education Services in the United States, 1999-2000?*" CSEF looked at these three questions:

- *How much is the nation spending on services for students with disabilities?*
- *What is the additional expenditure used to educate a student with a disability?*
- *To what extent does the federal government support spending on special education?*

The report provided the following highlights:

- **Total special education spending.** During the 1999-2000 school year, the 50 states and the District of Columbia spent approximately $50 billion on special education services, amounting to $8,080 per special education student.
- **Total regular and special education spending on students with disabilities.** The total spending to provide a combination of regular and special education services to students with disabilities amounted to $77.3 billion, or an average of $12,474 per student. An additional one billion dollars was expended on students with disabilities for other special needs programs (e.g., Title I, English language learners, or gifted and talented students), bringing the per student amount to $12,639.
- **Additional expenditure on special education students.** The additional expenditure to educate the average student with a disability is estimated to be $5,918 per student. This is the difference between the total expenditure per student eligible for special education services ($12,474) and the total expenditure per regular education student ($6,556).
- **Percent of total expenditure.** The total regular and special education expenditure for educating students with disabilities represents over 21 percent of the 1999-2000 spending on all elementary and secondary educational services in the U.S.
- **Total spending ratio.** Based on 1999-2000 school year data, the total expenditure to educate the average student with disabilities is an estimated 1.90 times that expended to educate the typical regular education student with no special needs. This ratio has actually declined since 1985, when it was estimated by Moore et al. (1988) to be 2.28.
- **Total current spending ratio.** Excluding expenditures on school facilities, the ratio of current operating expenditures on the typical special education student is 2.08 times that expended on the typical regular education student with no special needs.
- **Federal funding.** Local education agencies received $3.7 billion in federal IDEA funding in 1999-2000, accounting for 10.2 percent of the additional total expenditure on special education students (or $605 per special education student), and about 7.5 percent of total special education spending. If Medicaid funds are included, federal funding covers 12 percent of the total additional expenditure on special education students (i.e., 10.2 percent from IDEA and 1.8 percent from Medicaid).

For more information, contact the Project Directors: Jay G. Chambers, and Thomas B. Parrish, at the American Institutes for Research, 1791 Arastradero Rd., P.O. Box 1113, Palo Alto, CA 94302; Phone: 415-493-3550; Email(s): jchambers@air.org ; Web site: http://csef.air.org/default.html

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Part D
Support Programs

Subpart 2–
Coordinated Research, Personnel Preparation, Technical Assistance, Support, and Dissemination of Information

Coordinated Technical Assistance, Support, and Dissemination of Information

Coordinated Technical Assistance, Support, and Dissemination of Information

APPROPRIATIONS (in thousands)

Program	*FY 2000 Appropriation*	*FY 2001 Appropriation*	*FY 2002 Appropriation*	*FY 2003 Appropriation*	*FY 2004 CEC Recommendation*
TA/Dissemination	$45,481	$53,481	$53,481	$53,133	$148,092
Parent Training	$18,535	$26,000	$26,000	$26,328	$73,481

AUTHORIZING PROVISION

This program was authorized in June 1997 by P.L. 105-17, the Individuals with Disabilities Education Act Amendments of 1997. The Improving Early Intervention, Educational, and Transitional Services and Results for Children with Disabilities Through Coordinated Technical Assistance, Support, and Dissemination of Information program is located at IDEA, Part D, Subpart 2, Chapter 2, Sections 681-686.

National technical assistance, support, and dissemination activities are necessary to ensure that Parts B and C are fully implemented and achieve quality early intervention, educational, and transitional results for children with disabilities and their families. The purpose of this program is to ensure that:

A. Children with disabilities and their parents receive training and information on their rights and protections under this Act, in order to develop the skills necessary to effectively participate in planning and decision making relating to early intervention, educational, and transitional services and in systemic-change activities.

B. Parents, teachers, administrators, early intervention personnel, related services personnel, and transition personnel receive coordinated and accessible technical assistance and information to assist such persons, through systemic-change activities and other efforts, to improve early intervention, educational, and transitional services and results for children with disabilities and their families.

C. On reaching the age of majority under state law, children with disabilities understand their rights and responsibilities under Part B, if the state provides for the transfer of parental rights under Section 615(m) (Transfer of Parental Rights at Age of Majority). This program contains four authorities: Parent Training and Information (PTI) Centers; Community Parent Resource (CPR) Centers; Technical Assistance for Parent Training and Information Centers; and Coordinated Technical Assistance and Dissemination. There are no separate authorization levels for these four authorities. These are discussed separately below.

A. PARENT TRAINING AND INFORMATION (PTI) CENTERS – SECTION 682

The application process and specific activities for PTI's are as follows:

Distribution of Funds

The Secretary may make grants to, and enter into contracts and cooperative agreements with, parent organizations to support parent training and information centers to carry out activities. The Secretary shall make at least one award to a parent organization in each state, unless an application of sufficient quality to warrant approval is not received. Selection of a PTI center shall ensure the most effective assistance to parents including parents in urban and rural areas.

Parent organization is defined as a private nonprofit organization (other than an institution of higher education) that has a board of directors—the majority of whom are parents of children with disabilities—and includes individuals working in the fields of special education, related services, and early intervention and includes individuals with disabilities. In addition, the parent and professional members are broadly representative of the population to be served or have (1) a membership that represents the interests of individuals with disabilities and has established a special governing committee that meets the above requirements; and (2) a memorandum of understanding between the special governing committee and the board of directors of the organization that clearly outlines the relationship between the board and the committee of the decision-making responsibilities and authority of each.

The board of directors or special governing committee of each organization that receives an award under this Section shall meet at least once in each calendar quarter to review the activities for which the award was made. Each special governing committee shall directly advise the organization's governing board of its view and recommendations. When an organization requests a continuation award under this Section, the board of directors or special governing committee shall submit to the Secretary a written review of the parent training and information program conducted by the organization during the preceding fiscal year.

Kinds of Activities Supported

Each PTI center shall:

1. Provide training and information that meets the needs of parents of children with disabilities living in the area served by the center, particularly underserved parents and parents of children who may be inappropriately identified.
2. Assist parents to understand the availability of, and how to effectively use, procedural safeguards under this Act, including encouraging the use, and explaining the benefits, of alternative methods of dispute resolution, such as the mediation process described in Section 615(e).
3. Serve the parents of infants, toddlers, and children with the full range of disabilities.
4. Assist parents to: better understand the nature of their children's disabilities and their educational and developmental needs; communicate effectively with personnel responsible for providing special education, early intervention, and related services; participate in decision-making processes and the development of individualized education programs under Part B and individualized family service plans under Part C; obtain appropriate information about the range of options, programs, services, and resources available to assist children with disabilities and their families; understand the provisions of this Act for the education of, and the provision of, early intervention services to children with disabilities; and participate in school reform activities.
5. In states where the state elects to contract with the PTI center, contract with SEAs to provide, consistent with subparagraphs (B) and (D) of Section 615(e)(2), individuals who meet with parents to explain the mediation process to them.
6. Network with appropriate clearinghouses, including organizations conducting national dissemination activities under Section 685(d), and with other national, state, and local organizations and agencies, such as protection and advocacy agencies, that serve parents and families of children with the full range of disabilities.
7. Annually report to the Secretary on (a) the number of parents to whom it provided information and training in the most recently concluded fiscal year; and (b) the effectiveness of strategies used to reach and serve parents, including underserved parents of children with disabilities.

In addition, a PTI center may: (a) provide information to teachers and other professionals who provide special education to children with disabilities; (b) assist students with disabilities to understand their rights and responsibilities under Section 615(m) on reaching the age of majority; and (c) assist parents of children with disabilities to be informed participants in the development and implementation of the state's improvement plan.

B. COMMUNITY PARENT RESOURCE CENTER – SECTION 683

The application process and specific activities for CPR centers are as follows:

Distribution of Funds

The Secretary may make grants to, and enter into contracts and cooperative agreements with local parent organizations to support PTIs that will help ensure that underserved parents of children with disabilities – including low-income parents, parents of children with limited English proficiency, and parents with disabilities – have the training and information they need to enable them to participate effectively in helping their children with disabilities.

A local parent organization means a parent organization, as defined in Section 682(g), that either: (a) has a board of directors of whom the majority are from the community to be served; or (b) has as a part of its mission, serving the interests of individuals with disabilities from such community and a special governing committee to administer the grant, contract, or cooperative agreement, of whom the majority of members are individuals from such community.

Kinds of Activities Supported

Each CPR center shall:

1. Provide training and information that meets the needs of parents of children with disabilities proposed to be served by the center;
2. Carry out the activities required of PTI centers;
3. Establish cooperative partnerships with the PTI centers;
4. Be designed to meet the specific needs of families who experience significant isolation from available sources of information and support.

C. TECHNICAL ASSISTANCE FOR PTI CENTERS – SECTION 684

The Secretary may, directly or through awards to eligible entities, provide technical assistance for developing, assisting, and coordinating parent training and information programs carried out by PTI and CPR centers.

Kinds of Activities Supported

Technical assistance may be provided in areas such as:

1. Effective coordination of parent training efforts;
2. Dissemination of information;
3. Evaluation by the center of itself;
4. Promotion of the use of technology, including assistive technology devices and services;
5. Reaching under served populations;
6. Including children with disabilities in general education programs;
7. Facilitation of transitions from: (a) early intervention services to preschool; (b) preschool to school; and (c) secondary school to post-secondary environments; and
8. Promotion of alternative methods of dispute resolution.

D. COORDINATED TECHNICAL ASSISTANCE AND DISSEMINATION – SECTION 685

Distribution of Funds

The Secretary shall, by competitively making grants or entering into contracts and cooperative agreements with eligible entities, provide technical assistance and information through such mechanisms as institutes, regional resource centers, clearinghouses, and programs that support states and local entities in capacity building, to improve early intervention, educational, and transitional services and results for children with disabilities and their families, and address systemic-change goals and priorities.

This Section includes the following activities: systemic technical assistance; specialized technical assistance; and national information dissemination. There are no individual authorizations for each of these activities.

Kinds of Activities Supported

1. Systemic technical assistance includes activities such as the following:
   a. assisting states, local educational agencies (LEAs), and other participants in partnerships established under the State Improvement grants with the process of planning systemic changes that will pro-

mote improved early intervention, educational, and transitional results for children with disabilities;

   - b. promoting change through a multi-state or regional framework that benefits states, LEAs, and other participants in partnerships that are in the process of achieving systemic-change outcomes;
   - c. increasing the depth and utility of information in ongoing and emerging areas of priority identified by states, LEAs, and other participants in partnerships in the process of achieving systemic-change outcomes;
   - d. promoting communication and information exchange among states, LEAs, and other participants in partnerships, based on the needs and concerns identified by the participants in the partnership, rather than on externally imposed criteria or topics, regarding practices, procedures, policies, and accountability of the states, LEAs, and other participants in partnerships for improved early intervention, educational, and transitional results for children with disabilities.

2. Specialized technical assistance include activities that:
   - a. focus on specific areas of high-priority need that are identified by the participants, which require the development of new knowledge, or the analysis and synthesis of substantial bodies of information not readily available, and will contribute significantly to the improvement of early intervention, educational, and transitional services and results for children with disabilities and their families;
   - b. focus on needs and issues that are specific to a population of children with disabilities, such as the provision of single-state and multi-state technical assistance and in service training to: (i) schools and agencies serving deaf-blind children and their families; and (ii) programs and agencies serving other groups of children with low-incidence disabilities and their families; or
   - c. address the post-secondary education needs of individuals who are deaf or hard-of-hearing.
3. National Information Dissemination includes activities relating to:
   - a. infants, toddlers, and children with disabilities and their families;
   - b. services for populations of children with low-incidence disabilities, including deaf-blind children, and targeted age groupings;
   - c. the provision of post-secondary services to individuals with disabilities;
   - d. the need for and use of personnel to provide services to children with disabilities, and personnel recruitment, retention, and preparation;
   - e. issues that are of critical interest to SEAs and LEAs, other agency personnel, parents of children with disabilities, and individuals with disabilities;
   - f. educational reform and systemic-change within states; and
   - g. promoting schools that are safe and conducive to learning.

For purposes of National Information Dissemination activities, the Secretary may support projects that link states to technical assistance resources, including special education and general education resources, and may make research and related products available through libraries, electronic networks, parent training projects, and other information sources.

RELATIONSHIP TO IDEA PRIOR TO P.L. 105-17

Prior to the 1997 reauthorization of IDEA, there were three separate support programs that had similar purposes/priorities. They are listed below as they appeared in IDEA prior to the 1997 reauthorization. For informational purposes they are listed with their FY 1997 appropriations (in millions) as follows:

• Regional Resource Centers	$ 6.64
• Parent Training	$15.54
• Clearinghouses	$ 1.99
TOTAL	$24.17

CEC RECOMMENDS

CEC recommends an appropriation of $148,092 million for the Coordinated Technical Assistance and Dissemination Program for FY 2004. In addition CEC recommendes an appropriation of $73,481 million for the Parent Training and Information Centers for FY 2004.

These funding levels are necessary to ensure the continuation of critical activities in the areas of parent training and information, coordinated technical assistance, and support and dissemination of information. The last reauthorization of IDEA called for greatly expanded information and technical assistance at the school building and local community levels, including community parent resource centers, as well as enhanced support for teachers. Mechanisms such as clearinghouses, resource centers, and technical assistance systems are critical to these activities.

PARENT CENTERS HELP TO BUILD A BETTER WORLD FOR CHILDREN WITH DISABILITIES

Parent centers – Parent Training and Information Centers (PTIs), and Community Parent Resource Centers (CPRCs) – serve families of children and young adults from birth to age 22 with all disabilities: physical, cognitive, emotional, and learning. They:

- help families obtain appropriate education and services for their children with disabilities;
- work to improve educational results for all children;
- train and inform parents and professionals on a variety of topics;
- resolve problems between families and schools or other agencies; and
- connect children with disabilities to community resources that address their needs

Parent centers are funded by the U.S. Department of Education, under the Individuals with Disabilities Education Act (IDEA). Each state has at least one parent center, and states with large populations may have more. There are 105 parent centers in the United States. The Technical Assistance ALLIANCE for Parent Centers provides technical assistance for over 100 federally funded parent centers across the country under the IDEA. The ALLIANCE national coordinating office, located at PACER Center (see below), administers the grant and supports the four regional centers that serve local and statewide parent centers. The coordinating office produces materials on IDEA and other special education or disability subjects. It conducts a national conference and four institutes on specific issues and offers technical expertise to parent centers nationwide. Its toll-free number is (888) 248-0822.

The Alliance regional centers are a parent center's first resource for technical assistance. Each regional office conducts an annual conference for parent center staff in the geographic area served by the regional office and facilitates Individualized Technical Assistance Agreements (ITAGs). Other work may include providing conferences, meetings and training; publishing printed and Internet materials and conducting conference calls, meetings, and site visits among parent centers. Additional information on each regional office and parent center can be found on the web site: www.taalliance.org <http://www.taalliance.org/>.

* *

Parent centers represent a "Parents Helping Parents" philosophy. Staff members are likely to be parents of children with disabilities -- or have disabilities themselves. The common experience with the families they serve results in uncommon commitment to improving life and results for children with disabilities.

Based on 2001-2002 reports from 97 percent of the parent centers:

- 10 million contacts were made to parent centers, by parents and professionals working with them, through newsletters, telephone calls, one-on-one consultations, trainings, meetings, letters, e-mail messages, and Web site hits;
- 37% of the individuals served by parent centers were from culturally and racially diverse families;
- 271,000 parents attended training and presentations offered by parent centers;
- 33% of the parents attending trainings were from culturally and racially diverse families;
- 238,000 professionals serving children with disabilities attended training and presentations sponsored by parent centers;
- circulations of parent center newsletters totaled 2.9 million

Follow-up calls to parents found these outcomes of parent centers' work:

- 87% of the parents said the individual assistance they received from parent centers helped them obtain some of the services they felt their child needed;

- 88% said they felt more confident about working with school personnel after speaking to a parent center;
- 71% of the parents attending workshops believed their child received more appropriate services because the parent used information from the workshop;
- 89% felt more confident in dealing with schools, due to the information they received at the workshops;
- 78% of the parents said they are more involved and effective in their child's education after attending a parent center workshop; and
- 72% of the parents said assistance from a parent center helped resolve differences between the school and the parents (This result was found in a smaller survey)

* *

Vignettes of Families' Experiences

Scott

Four-year-old Scott does not speak. Through his state's parent center, his family learned about assistive technology devices that could help him to communicate. Scott learned to use a communication device with four pictures and a recording for a choice of snacks. The first time he used it at home was a momentous occasion for the whole family. "Mom!" shouted his older brother, "Scott wants a cracker."

There was joy and relief that Scott could make his choices known to the entire family-and they could understand and respond.

Angela

Angela, who has learning disabilities, was going to accept a diploma from her high school. She and her parents did not realize that without the diploma, she would have been eligible for another year of greatly needed schooling.

With help from a parent center, Angela and her family talked with the school and the district continued to provide education services to Angela. Her family credits a parent advocate's professionalism, knowledge, and diligence in obtaining the opportunity to better prepare for Angela's future.

Mary Alice

When Mary Alice, who has learning disabilities, was younger, educators had low academic expectations for her. Mary Alice, however, recently graduated from college with a degree in special education and is now in a master's program. She inspires her mother who said:

"We both have to attribute our ability to navigate the system and to keep on pushing forward to the parent centers. Without the knowledge, guidance, information, and the common goal and concerns for all children, Mary Alice's potential for success would not have been as great. I am grateful for my children's opportunity to be everything that they can be."

Michael

When Michael, who has cerebral palsy and other disabilities, was a preschooler, his parents called a parent center to help find a public school program for him.

"When you have a child with special needs, the education system becomes even more important," said his mother. "We had a lot of questions about Michael's ability-could he walk, could he talk, would he ever learn to read. With the help of the parent center, we were able to form a great partnership with our school district-and really develop programs that help Michael reach his potential."

Alicia

Nine-year-old Alicia is deaf and has pervasive development disorder (PDD) and attention-deficit hyperactivity disorder (ADHD). It is difficult for her to communicate and to learn to read. Her parents and teachers believed computer-based learning could be an option for her, but a traditional keyboard and software are too difficult for her to manage.

In an assistive technology consultation at a parent center, Alicia tried alternative keyboards and specialized software. One of the software programs was an interactive book. While her parents and teacher watched in surprise, Alicia laughed aloud as she controlled characters on the computer screen-an important step toward learning, communicating, and independence.

Michelle

Michelle is majoring in pre-medicine at a prestigious university. In elementary school, however, her academic career was doubtful. Michelle has learning disabilities, and she could not learn to read.

Her mother called a parent center for advice on what to do. With help from the parent center and her school, Michelle learned how to cope with education challenges.

"There were many difficult times throughout the journey," admitted Michelle, "but I never lost hope because I knew that with the immense resources of the parent center, I'd be able to succeed."

Richard

Richard had behavior problems in first grade. The situation escalated into a crisis when the school called the police, who came to put the 45-pound child in handcuffs. His mother was so upset that she called the White House, where she received the telephone number of the parent center in her state. She called the parent center and found encouragement and help. Richard was evaluated, diagnosed with autism, and received appropriate special education services.

Today, he is in seventh grade and doing well. His mother beams in pride when she speaks of his skills and accomplishments.

* *

Quotes from parents and teachers:

"Thank you so much for all the information. I cannot tell you how wonderful it has felt to find validation for that which I thought 'should be.' I'm hopeful that by following your advice, we will get our son the help he needs. Thanks!"

-Delaware parent

"It was so nice to have someone to talk with about my daughter with Down syndrome who knew what I was going through...no one in my small community understands."

-Wyoming parent

"My most deepest gratitude goes out to you and the job you do at your parent center. As my daughter succeeds in school, I will never forget what a part you played in making that happen."

-Minnesota parent

"[The information we received] was life altering for my children. I now know what to ask for, what is acceptable, and what isn't."

-Virginia parent

"The training was wonderful and my son's last IEP [Individualized Education Program] meeting went very well...I owe it all to WVPTI [West Virginia Parent Training and Information Center] for training me and believing that I could advocate for my son."

-West Virginia parent

"I found the course I took at PIC (parent center) to be invaluable in getting my daughter the service she needed."

-New Hampshire parent

"Thank you so much for the information. I was able to go into the IEP [Individualized Education Program] meeting with lots of confidence and that made all the difference while speaking on behalf of my son."

-North Carolina parent

"STOMP [parent center] helped me ask the right questions, to be less antagonistic, and have a more cooperative spirit."

-Military parent

"That is really a good idea," Lynn, a special education teacher, remembers telling an upset mother who said she was going to call the state's parent center. The mother was unhappy with a school recommendation for her child.

"I had experienced the fresh perspective and expertise of the parent center advocates who had helped other students," said Lynn.

She relies on the parent center's newsletter to inform her about special education issues, new legislation, and resources. If a student's parents are working with an advocate, Lynn relies on the advocate's ability to bring objectivity and knowledge about special education law to the discussion.

-Minnesota teacher

"I was amazed that as an educator, there were many things I did not know. It was wonderful to have the support."

-Nevada professional

"... the workshop [provided by the parent center] stimulated and energized me to do more with my students."

-Louisiana teacher

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The PACER Center's programs address special needs for all stages of childhood and all disabilities. PACER has multiple projects serving families within Minnesota in addition to three national projects, the ALLIANCE, FAPE and TATRA. PACER also works in collaboration with other national projects: National Center on Education, Disability and Juvenile Justice (EDJJ), Consortium for Appropriate Dispute Resolution (CADRE), The Family Center on Technology and Disability (FCTD), National Center on Secondary Education and Transition (NCSET), Early Childhood Technical Assistance Center (NECTAC), and Buiding Teacher Capacity Through Partnerships with Families (UCF). You can view more information on our state and national projects at our web site: www.pacer.org.

With shared vision, cooperation, and collaboration, parent centers work together through the Alliance to build a better world for children with disabilities.

From "*Why Parent Centers, A report of the Technical Assistance Alliance for Parent Centers,*" (c) 2003. Used with permission from PACER Center, Minneapolis, MN, (952) 838-9000. www.pacer.org. All rights reserved.

CHALLENGE:
Supporting Teachers and Administrators at the Local Level is No Easy Task.

SOLUTION:
The IDEA National Resource Cadre.

American Federation of Teachers Cadre members Chris Cardone, Larry Waite, Lisa Thomas, Whitney Donaldson (ASPIIRE), Jan Manchester.

> *"As an IDEA National Resource Cadre member I am able to provide administrators with the tools and information they need to affect change in their local schools and districts. I hear repeatedly that they are using the IDEA Partnerships resource to make lasting changes in their schools and districts."*
>
> Betty Greene-Bryant,
> National Association of Secondary School Principals (NASSP)

What is the IDEA National Resource Cadre?

Simply put, the Cadre is an innovative model for quickly and effectively educating educators, administrators, and other stakeholders on special education law and practice.

The IDEA National Resource Cadre consists of more than 250 teachers, administrators, parents, university faculty, education consultants, and others who have been selected by their associations to assist in bringing resources and professional development to their constituents and others on the implementation of the Individuals with Disabilities Education Act amendments of 1997 (IDEA '97). The Cadre is an initiative of the ASPIIRE (Associations of Service Providers Implementing IDEA Reforms in Education) and ILIAD (IDEA Local Implementation by Local Administrators) IDEA Partnerships that is supported by the U.S. Department of Education, Office of Special Education Programs.

Cadre members receive extensive training from the IDEA Partnerships and commit to keeping informed about current research and practice related to IDEA '97. This network of cross-disciplinary teams of leaders provides assistance on IDEA '97 at local, state, and national levels.

FAST FACTS

about the Cadre

What does the Cadre accomplish?

- Leads professional development sessions in all 50 states and the District of Columbia.
- Disseminates information in rural school settings; regional meetings; and state, national, and international conventions.
- Trains 39,000+ people (in 2002).
- Communicates via newsletter and professional journal articles with more than 300,000 people.

How effective are Cadre training sessions as reported by participants?

- 88% report expanded knowledge of IDEA.
- 96% say they can apply this new knowledge at work.
- 93% comment on the high quality of the materials.
- 92% deem these resources effective in implementing IDEA.
- 95% rate the training sessions "superior."

How do Cadre Members Reach Out to Teachers and Administrators?

NEA Cadre members Barbara Taub-Albert, Sharon Schultz, Ed Amundson.

- Personal mentoring.
- Community forums.
- Web-based trainings.
- Guest lectures at universities.
- Journal, newsletter, and Web articles.
- Presentations at conferences and conventions.
- New teacher orientations and staff development activities.
- Building-level support meetings, school board meetings, and teleconferences.

Cadre Members Serve in a Variety of Roles, Including:

- Acting as the IDEA/special education point person for their association, district, program, or building.
- Serving as policy resources/advisors for state affiliates.
- Directing constituents to materials.
- Assisting in determining emerging issues and participating in collaborative and strategic action planning.

The Cadre Create a Number of Opportunities to Share:

- Accurate information about IDEA '97.
- Knowledge and skills for successful implementation.
- Connections to current implementation research.
- Materials and resources designed to introduce promising practices and strategies on topics such as leadership, individualized education programs (IEPs) and family service plans, school climate and discipline, assessment, and educational environments.

Cadre members Judy Engelhard, Council for Exceptional Children (CEC) and Charlene Christopher, National Education Association (NEA).

ASPIIRE and ILIAD frequently receive unsolicited phone calls and letters from individuals who have achieved positive outcomes due to the IDEA Partnerships:

- After attending an IDEA Partnerships training, parents of Frank, a child with a visual impairment, gleaned enough information to go back to their rural school district with ideas for improving his performance. As a result, Frank received training in Braille and is achieving in school.
- At an IDEA Partnerships conference, a special education teacher discovered the *Directory of Bilingual School Psychologists 2000*. As a result, she was able to locate services for one of her students who speaks Hmong.
- A service provider shared IDEA Partnerships materials with the Director of the State Improvement Grant in her state. As a result, she was invited to serve on the State Advisory Council where she is influencing statewide change.

A Closer Look at the Work of the Cadre...

"It's like moving from the side-lines into the game itself. I feel like a participant now: not someone complaining about what has to be done. Now I am someone really helping make the changes." *Barbara Taub-Albert, National Education Association (NEA)*

"I have received the best training of my life being a part of the AOTA ASPIIRE Cadre. . . . One day I was in an IEP meeting and there was a disagreement about where to place a particular student. Someone on the team asked, "Isn't there a law that would give us some direction about what to do in this situation?" I was able to go to the computer that was in the room, pull up the IDEApractices Web site, and find the exact law that was in question. We were then able to make an informed decision about the child." *Darcie Votipka, American Occupational Therapy Association (AOTA)*

"As an AFT Cadre member I have disseminated quality resources to teams of educators and parents across the district. This easy-to-access information about using assistive technology and choosing accommodations for instructing students is a valuable resource from which students directly benefit." *Susan Mirabella, American Federation of Teachers (AFT)*

"The NAESP Cadre has afforded me the opportunity to meet with elementary principals from around the country as well as other professionals and parents who are dedicating their careers to meeting the needs of children with disabilities. Together we are developing strategies that will be of enormous benefit at the state and local level." *Rich Barbacane, National Association of Elementary School Principals (NAESP)*

"Our 100,000 NAEYC members have benefited greatly from the expertise and resources provided by the team of Cadre members - at our conferences, through our publications, and through IDEA training in local communities." *Marilou Hyson, National Association for the Education of Young Children (NAEYC)*

"Because of our participation in the project, we have identified staff in other [key associations] that we can relate to and make sure that things CASE is doing make sense to them." *Dick Cunningham, Council of Administrators of Special Education (CASE)*

"Through technical assistance delivery programs, the ACTE Cadre has successfully increased the understanding of issues and strategies related to special education for general educators in career and technical education. The collaborative relationships developed through the Cadre have helped other professions develop a better understanding of career and technical education." *Dianne Mondry, Association for Career and Technical Education (ACTE)*

"After sitting through your session I would like to say you have put hope back in my heart." *R.B., a Cadre training session participant*

"WOW! This was great," said a member of the Texas Federation of Teachers, "I could use several days of workshop/inservice concerning this. Truly knowledge is power and we need to know how to be advocates for our kids . . ." *Member, Texas Federation of Teachers (TFT)*

"The Early Childhood Cadre has been able to reach out to many of the 2,000 Head Start grantees across the nation to demystify IDEA and offer resources, support, and practical advice about IDEA's day to day implementation to those who work with Head Start's young children and their families." *Diane Whitehead, National Head Start Association (NHSA)*

The IDEA Partnerships National Resource Cadre: The Solution *That's Working* to Support Local Teachers and Administrators.

participating ORGANIZATIONS

American Association of School Administrators

American Federation of Teachers

Association for Career and Technical Education

American Occupational Therapy Association

American Speech-Language-Hearing Association

Council for American Private Education

Council for Children with Behavioral Disorders

Council for Exceptional Children

Council of Administrators of Special Education

Division for Early Childhood

Federation for Children with Special Needs

National Alliance of Black School Educators

National Association for the Education of Young Children

National Association of Elementary School Principals

National Association of School Psychologists

National Association of Secondary School Principals

National Education Association

National Head Start Association

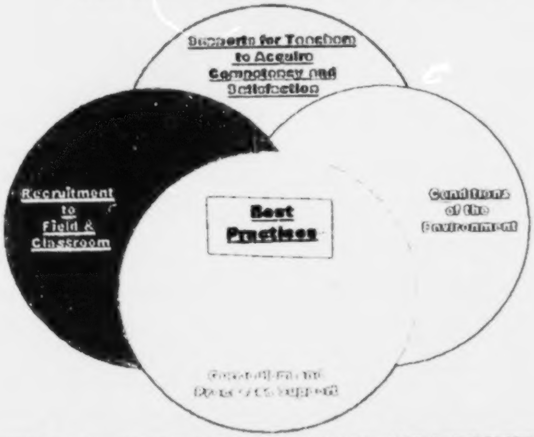
Technology and Media Division

The Urban Special Education Leadership Collaborative

Implicit in the right to a free appropriate public education is the presence of a teacher qualified to provide instruction that meets a child's unique needs and challenges. Too often for too long that has not been the case. The shortage of licensed special education teachers exceeds that for math and science teachers. Thus, each day over 600,000 special education students are denied the quality instruction, insight, and experience necessary for them to make progress toward IEP goals.

The National Clearinghouse on Careers and Professions Related to Early Intervention and Education for Children with Disabilities, known generally as the National Clearinghouse for Professions in Special Education (Professions Clearinghouse), is funded under Part D as a Technical Assistance and Dissemination Project. The Council for Exceptional Children operates the Professions Clearinghouse. Its mission is to address the shortage crisis through enhancing the national capacity for developing a highly qualified special education workforce. Its strategic partners in addressing its mission include national educational associations, local school districts, state departments of education, and faculty at institutions of higher education.

Collaborative Practices that Support the Development of a Diverse, Well Qualified Special Education Workforce


Supports for Teachers to Acquire Competency and Satisfaction
Recruitment to Field & Classroom
Best Practices
Conditions of the Environment
Curriculum and Processes Support

The variables that contribute to the chronic shortage and the strategies to reverse it are numerous and complex and do not lend themselves to being addressed with a single approach. Rather, multiple and coordinated efforts are necessary; and those efforts must grow from collaborations of stakeholders within the Professions Clearinghouse's partnerships.

The work of the Professions Clearinghouse is driven by its Collaborative Practices Model, which acknowledges the interrelation of four components in developing a diverse, highly qualified workforce. Those components are

- Recruitment to the Field and to the Classroom
- Supports for Teachers to Acquire Competency and Satisfaction
- Conditions of the Environment
- Curriculum and Processes Support

As important as the interaction is among these components, the collaboration among state departments of education, institutions of higher education, and local school districts in addressing together all the components is essential. Each of these agencies has a responsibility to consider not only all components but also its contribution to them as planning is undertaken, activities implemented, and goals achieved.

In October 2002, at the request of the California State Improvement Grant (SIG) Project, and in collaboration with the California Commission on Teacher Credentialing, the Professions Clearinghouse entered into a consultation relationship to facilitate a state-wide taskforce designed to address the long standing special education personnel needs in the state. This relationship was the outgrowth of earlier work done by the Professions Clearinghouse with Alabama, Hawaii, North Carolina, Ohio, Tennessee, and Texas to develop long-range plans for special education workforce development.

The California Taskforce has met monthly, since October 2002, to collaboratively design a comprehensive plan that addresses specific strategies for recruitment, preparation, and retention of special educators in the state. The Taskforce includes:

- college and university professors
- State Department of Education staffers
- California Commission on Teacher Credentialing staff and commissioners
- Cal TEACH and Regional Recruitment Center administrators
- California State University System administrative personnel
- local school district administrators-special education, personnel, and building level administrators
- parents
- teachers
- related services providers
- professional association representatives
- other state agency personnel and administrators

Challenges to meeting the demand for fully qualified special educators in California include the state's size, its complex teacher licensing structure, shortages in higher education faculty to prepare future educators, and the high number of teachers already in classrooms without full credentials. To address some of the underlying issues of supply and demand, California already has a system of supports in place for teachers-in-training, as well as new teachers, that is helping to retain increasing numbers of special educators. In addition, the university based intern programs are using field-based training to infuse theory with practice and, therefore, better prepare teachers for the realities of the classroom. Yet, the state still has over 30,000 special educators in classrooms, without state certification in their main teaching assignment area.

The Professions Clearinghouse facilitated collaborative brainstorming included assessing and prioritizing needs, articulating strategies, and pooling resources. This allowed the taskforce to focus on identifying and addressing the most daunting challenges and then planning activities and generating resources to resolve them. This facilitation resulted in an initial draft of a comprehensive plan for recruitment, preparation, and retention that will be presented to California's State Improvement Grant Partnership meeting in March for approval.

The Professions Clearinghouse will continue its involvement with California's Taskforce, including shared distribution of Clearinghouse products and materials, through upcoming phases of the plan's "roll-out" to partnering organizations and the public. The California Taskforce plan exemplifies the collaborative partnerships and interrelated areas of focus included in the Professions Clearinghouse's Collaborative Practices Model.

As we all work to provide every student with a disability with a highly qualified teacher, states must take the lead in finding solutions that will ensure no child is left behind. State collaborative activities like the one in California that take advantage of federally funded resources such as the National Clearinghouse for Professions in Special Education and seek to involve all players in addressing specific needs for developing the special educator workforce are at the forefront of this most important work.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

Part D
Support Programs

Subpart 2—
Coordinated Research, Personnel Preparation, Technical Assistance, Support, and Dissemination of Information

Technology Development, Demonstration, and Utilization; and Media Services

Technology Development, Demonstration, and Utilization; and Media Services

APPROPRIATIONS (in thousands)

FY 2000 Appropriation	*FY 2001 Appropriation*	*FY 2002 Appropriation*	*FY 2003 Appropriation*	*FY 2004 CEC Recommendation*
$35,910	*$38,710**	*$37,710*	*$37,961*	*$105,793*

* *Includes $11 million in one-time appropriations for special projects*

AUTHORIZING PROVISION

This new program was authorized in June 1997 by P.L. 105-17, the Individuals with Disabilities Education Act Amendments of 1997. The Technology Development, Demonstration, and Utilization; and Media Services is located at IDEA, Part D, Subpart 2, Chapter 2, Section 687.

PURPOSE

To support activities so that:

A. Appropriate technology and media are researched, developed, demonstrated, and made available in timely and accessible formats to parents, teachers, and all types of personnel providing services to children with disabilities to support their roles as partners in the improvement and implementation of early intervention, educational, and transitional services and results for children with disabilities and their families.

B. The general welfare of deaf and hard-of-hearing individuals is promoted by:

1. Bringing to such individuals an understanding and appreciation of the films and television programs that play an important part in the general and cultural advancement of hearing individuals;
2. Providing, through those films and television programs, enriched educational and cultural experiences through which deaf and hard-of-hearing individuals can better understand the realities of their environment; and
3. Providing wholesome and rewarding experiences that deaf and hard-of-hearing individuals may share.

C. Federal support is designed:

1. To stimulate the development of software, interactive learning tools, and devices to address early intervention, educational, and transitional needs of children with disabilities who have certain disabilities;
2. To make information available on technology research, technology development, and educational media services and activities to individuals involved in the provision of early intervention, educational, and transitional services to children with disabilities;
3. To promote the integration of technology into curricula to improve early intervention, educational, and transitional results for children with disabilities;
4. To provide incentives for the development of technology and media devices and tools that are not readily found or available because of the small size of potential markets;
5. To make resources available to pay for such devices and tools and educational media services and activities;
6. To promote the training of personnel to; (a) provide such devices, tools, services, and activities in a competent manner; and (b) to assist children with disabilities and their families in using such devices, tools, services, and activities; and

MAGNISIGHT

7. To coordinate the provision of such devices, tools, services, and activities (a) among state human services programs; and (b) between such programs and private agencies.

FUNDING

The Secretary shall make grants to, and enter into contracts and cooperative agreements with, eligible entities to support activities described in the following. This program contains two separate authorities: Technology Development, Demonstration, and Utilization; and Educational Media Services. There are no separate authorization levels for these two authorities.

KINDS OF ACTIVITIES SUPPORTED

A. **Technology Development, Demonstration, and Utilization** supports activities such as:
   1. Conducting research and development activities on the use of innovative and emerging technologies for children with disabilities;
   2. Promoting the demonstration and use of innovative and emerging technologies for children with disabilities by improving and expanding the transfer of technology from research and development to practice;
   3. Providing technical assistance to recipients of other assistance under this Section, concerning the development of accessible, effective, and usable products;
   4. Communicating information on available technology and the uses of such technology to assist children with disabilities;
   5. Supporting the implementation of research programs on captioning or video description;
   6. Supporting research, development, and dissemination of technology with universal-design features, so that the technology is accessible without further modification or adaptation; and
   7. Demonstrating the use of publicly-funded telecommunications systems to provide parents and teachers with information and training concerning early diagnosis of, intervention for, and effective teaching strategies for, young children with reading disabilities.

B. **Educational Media Services** supports activities such as:

1. Educational media activities that are designed to be of educational value to children with disabilities;
2. Providing video description, open captioning, or closed captioning of television programs, videos, or educational materials through September 30, 2001; and after FY 2001 providing video description, open captioning, or closed captioning of educational, news, and informational television, videos, or materials;
3. Distributing caption and described videos or educational materials through such mechanisms as a loan service;
4. Providing free educational materials, including textbooks, in accessible media for visually impaired and print-disabled students in elementary, secondary, post-secondary, and graduate schools;
5. Providing cultural experiences through appropriate nonprofit organizations, such as the National Theater of the Deaf, that: (a) enrich the lives of deaf and hard-of-hearing children and adults; (b) increase public awareness and understanding of deafness and of the artistic and intellectual achievements of deaf and hard-of-hearing persons; or (c) promote the integration of hearing, deaf, and hard-of-hearing persons through shared cultural, educational, and social experiences; and
6. Compiling and analyzing appropriate data relating to the activities described in paragraphs 1 through 5.

RELATIONSHIP TO IDEA PRIOR TO P.L. 105-17

Prior to the 1997 reauthorization of IDEA, there were two support programs that had similar purposes/priorities. They are listed below as they appeared in IDEA prior to the 1997 reauthorization. For informational purposes, they are listed with their FY 1997 appropriations (in millions) as follows:

• Special Education Technology	$9.99
• Media and Captioning Services	$20.03
TOTAL	$30.02

CEC RECOMMENDS

CEC recommends an appropriation of $105,793 million in FY 2004. This authority contains both the technology and media services programs. Activities under media services—including video description and captioning—are vital to ensure information accessibility for all Americans. The potential of technology to improve and enhance the lives of individuals with disabilities is virtually unlimited. Progress in recent years has demonstrated the need for intensified support to facilitate technological development and innovation into the twenty-first century.

"THE EYES HAVE IT - ASSISTIVE TECHNOLOGY LETS CA GIRL ANNOUNCE HER DREAMS!"

You just cannot help being drawn to Aide! She has this smile that goes on forever, and the most expressive eyes. However, Aide's physical body is in constant motion, and therefore she has marginal control over it. The only part of her body she does have complete control over is her eyes.

September 1999, when she was eight years old, is the first time I worked with Aide. Prior to her enrolling into my class, she was learning how to use eye-gaze to communicate on a communication board; however, Aide did not like using the communication board and would refuse to look at the choices. Also, she had been assessed by an occupational therapist for her capacity to use a switch placement. It was believed that her left foot could trigger the switch purposefully; however, Aide's body movement had increased and she was unable to operate the switch with her foot.

The rest of the 1999-2000 school year was a period of trial, error, and evaluations. At the end of that year, Aide was transferring to an elementary school. Preceding the transfer, it was determined that Aide was cognitively functioning between five and six years of age, and was fluent in her understanding of both Spanish and English. However, due to Aide's physical limitations, it was believed the resulting measurements of her abilities were not accurately defined, and quite possibly too low. Also, the technology at the time was not compatible to Aide's needs. Upon transferring to elementary school, Aide was operating an AlphaTalker on scanning mode and controlling scanning computer programs, by way of a head switch. Unfortunately, the whole head switch undertaking gave her considerable trouble.

In March 2002, Aide returned back into my classroom full time. Her body movements became so profoundly intense that she began developing significant health problems. Knowing that all previous evaluations were no longer relevant to her, I began researching computer programs and communication devices that could be operated with her eyes, but that would not be disrupted by her movements.

Today, Aide is eleven years old. With medication, her health has improved and her body movements have decreased, but not enough for dependable purposeful movements. The assistive technology that has proven most successful for Aide, in which her body movements would not interfere with the processing, is the Cyberlink Brainfingers System. This is a hands-free interface program that allows Aide to independently operate a computer by way of three sensors on her forehead that read her eye movements, slight facial muscle movement, and/or EEG brain waves.

Aide has quickly learned how to operate the system, and is still developing her skills. Fundamentally, Aide operates the computer by moving the cursor with her eyes, then clicks using a facial muscle that she has determined effective. Also, this system has decreased obstacles in her ability to operate a computer and has given her access to computers and software. It is believed in time, Aide will be able to show her true potential and have the ability to communicate to others by way of the Cyberlink Brainfinger System.

Aide is enthusiastically anticipating her transfer to middle school and attending general education classes, hopefully within the next school year. She needs the time to master the operations of the Cyberlink Brainfinger System, and to develop her independence with the system. In spite of her inability to speak verbally, Aide has expressed her goals for her future by way of yes/no questioning and by reading her body language. She wants to get a job, earn money so that she can go shopping, attend college, and get married and have children. However, I believe there is more in her future, and with time and technology, she will be able to express her ideas and opinions, and be understood by everyone!

Danise M. Marler (Dani)
Special Educator at Lincoln School P.A.U. (Center School)
Los Angeles County Office of Education; Special Education Division

PROJECT PRIIDE (PROVING RESOURCES THROUGH INTERACTIVE INSTRUCTION IN DEAFBLIND EDUCATION)

Thanks to an OSEP-funded Steppingstones of Technology Innovation for Students with Disabilities grant, Project PRIIDE has developed a DVD educational program that addresses sensory loss issues related to deafness, blindness, and deafblindness. This interactive DVD provides information and instruction that helps families, teachers, service providers, and medical personnel gain a better understanding of what it means to be deaf, blind, or deafblind. The program includes information on sensory losses, but more importantly, it has simulations of different types of vision loss, hearing loss, and combined vision and hearing loss. These illustrate for the viewer the impact of sensory losses on an individual's learning and interaction with the world. The DVD program consists of three curriculum areas: 1) Vision Loss, 2) Hearing Loss, and 3) Combined Vision and Hearing Loss, which are captioned for the hearing impaired and are available in English or Spanish. The curriculum also includes additional information, definitions, and interactive quizzes.

The following story, written by the father of a child who is deafblind, illustrates the impact of the PRIIDE DVD program: "*While the DVD was being developed, my son, Adam, was at the Pennsylvania School for the Deaf. For many years, Adam had teachers say that they thought he could see well enough that they didn't need to make adaptations for him. My wife and I have fought for the last 11 years with the school to make sure that all materials were adapted. When his Individual Educational Program (IEP) team was changing, I asked if I could use the partially completed DVD to help the team members understand what it was like to be Adam. At the IEP meeting, we showed the DVD and it had an immediate impact on how everyone thought. Even the vision teacher and orientation and mobility provider who had worked with Adam for the last 9 years said that they had no idea that was what it was like. After we used the DVD at that meeting, all materials were adapted and we had very few problems after that.*"

Like this father, parents can use the DVD program in IEP meetings, during training sessions, etc. to share information about their children. This program is being used by educators, teachers, related service providers, paraprofessionals, administrators, medical personnel, and others from related fields including recreation. Response to this DVD has been extremely favorable as a way of providing information, resources, and simulated examples of vision loss, hearing loss, and combined vision and hearing loss.

Without the Steppingstones grant, money to fund Project PRIIDE would not have been available. The ideas were so innovative and so technology-based that most agencies and organizations would not have funded the project. Because of OSEP dollars, a one-of-a-kind tool is now available and will benefit many children with sensory loss.

For more information about Project PRIIDE, email Linda Alsop, the Project Director, at lalsop@cc.usu.edu or call (435) 797-5598.

EDUCATION OF GIFTED AND TALENTED CHILDREN

(The Jacob K. Javits Gifted and Talented Students Act of 1988)

Gifted and Talented

APPROPRIATIONS (in thousands)

FY 2000 *Appropriation*	FY 2001 *Appropriation*	FY 2002 *Appropriation*	FY 2003 *Appropriation*	FY 2004 *CEC Recommendation*
$6,500	**$7,500**	**$11,250**	**$11,250***	**$170,000**

** CEC believes this figure may be subject to a .065% reduction due to an across-the-board cut to most discretionary education programs as enacted by the FY2003 omnibus appropriations bill.*

AUTHORIZING PROVISION

The Jacob K. Javits Gifted and Talented Students Education Act of 1988 is authorized under the Elementary and Secondary Education Act of 1965, Title X, Part B, as amended by the No Child Left Behind Act of 2001, P.L. 107-110. The program is authorized at "such sums."

PURPOSE

The purpose of this Act is to build the nation's capacity to meet the special education needs of gifted and talented students in elementary and secondary schools. The program focuses on students who may not be identified and served through traditional assessment methods, including economically disadvantaged individuals, those with limited English proficiency and individuals with disabilities.

FUNDING CONSIDERATIONS

During the 1994 reauthorization of the Act, the purposes of the program were expanded while the authorization level was cut from $20 million to $10 million for FY 1995. Between 1992 and 2000, the appropriation deflated from $9.7 million to $6.5 million. Congress subsequently increased the appropriation to $7.5 million for FY 2001 and $11.25 million for FY 2003; however, these modest increases fall far short of what is needed to address significant areas of concern in gifted education. Moreover, the Bush Administration's 2004 budget proposal eliminates funding for all activities included under the Jacob Javits Act beginning in FY 2004. At a time when the Council for Exceptional Children, the Association for the Gifted, and the Division for Culturally and Linguistically Diverse Exceptional Learners are focusing efforts on disproportionate representation in gifted programs, the Administration proposes gutting the program, which severely undermines current efforts to address this serious issue. This is unacceptable and demonstrates disregard for under served populations of gifted and talented children by an administration that claims to be concerned about equity and educational opportunity for all.

It is unclear, however, whether the Congress will continue its commitment to meeting the educational needs of children with gifts and talents. CEC opposes the President's proposal to eliminate funding for these vital programs.

KINDS OF ACTIVITIES SUPPORTED

The "Javits Act" provides grants for demonstration projects and a national research center. The demonstration projects are for personnel training; encouraging the development of rich and challenging curricula for all students; and supplementing and making more effective the expenditure of state and local funds on gifted and talented education. The National Center for Research and Development in the Education of the Gifted and Talented Children and Youth conducts research on methods of identifying and teaching gifted and talented students, and undertakes program evaluation, surveys, and the collection, analysis, and development of information about gifted and talented programs.

In addition, as part of the most recent reauthorization of the Elementary and Secondary Education Act, Congress authorized additional activities under the Act to include block grants for use by state and local educational agencies to provide professional development, direct services and materials to students, technological approaches to providing for learning needs of gifted students, and technical assistance to school districts.

CEC RECOMMENDS

While the quality of most projects funded through the program have been quite good, the dwindling appropriations threaten to make this program insignificant. This would be very unfortunate, as the work carried out under this program has greatly increased our national understanding of how to address the needs of under served gifted students. The work of the research center has answered many questions, but raised others that must be answered by future study in order to fulfill the mission of the Act. Federal projects that develop and demonstrate best practices in training, developing curricula and programs, and implementing educational strategies must continue to lead the way for states, districts, and schools. In order to regain the momentum that was lost under the Clinton Administration and subsequently undermined further by the Bush Administration's proposal to eliminate funding for the program, an expenditure of $170,000 million is needed in FY 2004 to maintain the current activities under the Jacob Javits Act, as well as provide grants to states to support programs, teacher preparation, and other services designed to meet the needs of the Nation's gifted and talented students.

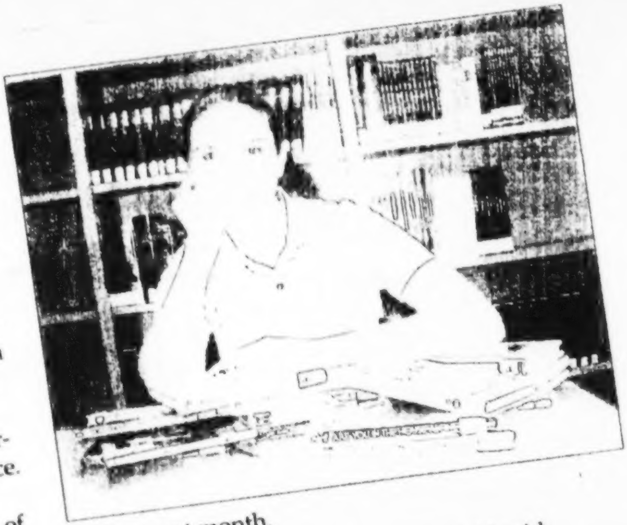
As a parent of two boys with dual exceptionalities, I know first-hand the importance of The National Research Center on the Gifted and Talented (NRC G/T). This resource, which is funded completed under the Jacob Javits Gifted and Talented Act, provided support, guidance, and critical information necessary in our quest to provide an appropriate education for each of our children. Our oldest son, Chris, is now a junior at Rose Hulman Institute of Technology, (# 1 Undergraduate School of Engineering in the country for the 4th year in a row). Our youngest child, Nick, is a freshman at Indiana University School of Music, Bloomington.

At a time when little information about gifted and talented programs was easily accessible and in the public domain, NRC G/T was there for me, both as a parent and in my leadership efforts at the local and state level here in Indiana. Our parent newsletter, "ALPHA BITS," routinely reprinted articles from the Center. As President of the District Parent Group, I frequently referred parents of newly identified gifted and talented students to the NRC G/T web site or provided them with articles reprinted from this site. Articles were regularly sent to key players in the district. Developing a community that supports gifted education requires educating teachers, counselors, administrators, school board members, and legislators with research and best practices relating to the field of gifted education.

Today, in our school district all new teachers must agree to obtain a G/T endorsement. Although lack of funding continues to be an issue in our district, G/T education is not considered optional programming; rather, it is seen as an important piece of our mission statement. Advocacy efforts can and do make a difference.

Barbara A. Csicsko
Past President Indiana Association for the Gifted
Past President ALPHA Parent Group, Southwest Allen County Schools, Ft. Wayne, Indiana

TEXAS STUDENT WINS NATIONAL GIFTED/TALENTED AWARD



Lisa Vavricka's performance in the classroom, along with her keen interest and knowledge of environmental science, are turning a few heads nationally.

Vavricka, a seventh grade student at Bondy Intermediate School, is the only Texas student to receive the Nicholas Green Award, sponsored by the National Association for the Gifted and Talented. The award is given to students who exhibit exceptional academic performance and community service. She will officially receive the award at the Texas Association of the Gifted and Talented Association meeting next month.

"To be the only student in the state to have received this honor is very special," said Susan Spates, Pasadena Independent School District's gifted and talented instructional specialist. "She is quite an exceptional student."

Vavricka, a straight "A" student, is the only student in district history to have won the "Best of Show" at the district science fair for three consecutive years. As a fifth grade student at Jensen Elementary, an environmental consultant who works closely with the Australian Maritime Safety Authority (AMSA) took a serious interest in the Jensen Elementary fifth grade student's award-winning science project titled "Plop, Plop...Fizz, Fizz," which involves a process of removing crude oil from bird feathers using a mixture containing Alka Seltzer.

Her interest in environmental science continues to grow, and Vavricka and AMSA consultant Rean Monfils stay in constant contact.

When Vavricka is not tackling the books, she's usually participating in environmental projects such as the annual Bayous and Lakes Trash Bash and the Galveston Bay Day Celebration.

Diving into such projects and her excellent academic record help her take one step closer to her goals – attending Stanford University and a career in marine biology. "I have wanted to go to Stanford ever since I can remember," Vavricka said. "I've set my goals and I am taking steps to make them come true."

Vavricka's drive and determination has impressed Spates. "She's so knowledgeable about everything, including environmental science issues," Spates said. "She is one of those students that stands out. Her ability to absorb knowledge is incredible."

Vavricka simply said learning is just plain fun. "I love learning," she said. "Of course it's easy when you have teachers who make it fun to learn."

With her devotion to the books, there wouldn't be time for much else, right? Wrong. Aside from the accomplishments in the classroom, Vavricka is an accomplished ballet dancer—performing for more than 10 years. She also plays the violin and sings in the Bondy choir.

Later this year, she also plans to try out for the school's basketball and tennis teams. If her determination in athletics mirrors her academics, it may just be something else for her to master with ease.

Lisa is one of tens of thousands of students who have benefited from activities funded by the Jacob Javits Gifted and Talented Act. Research at the National Research Center on the Gifted and Talented has helped schools identify which types of programs are most successful in allowing students like Lisa to keep learning alongside her peers…each at their own paces. Demonstration projects have helped schools identify gifted students like Lisa, whose gifts or talents might not have even been noticed 15 years ago. Teachers and administrators who work with Lisa and her gifted peers have relied on the advances supported by Javits funds that make it possible for her to achieve at a world-class level as a youth and be prepared to be successful on a global scale. The United States needs all the Lisa's it can nurture in order to meet the needs of an ever-changing and ever-challenging world.

Susan Spates
Gifted and Talented Instructional Specialist
Pasadena (CA) Independent School District

Our Independent School District #2167 is located in Cottonwood, Minnesota. I was hired as the Gifted and Talented (G/T) Teacher for the Lakeview Public School in August of 2001. Although our district receives very little G/T funds, our superintendent, Mr. Palmer Anderson, has had to find grant money in order to pay my salary. Our school board sees the need and the benefits of meeting the needs of ALL students.

In my opinion, the student that is above-average to highly talented has educational needs that are not being met nationwide. According to many laws that have been written in the last ten years, we are doing these students an injustice by not holding true to our words and upholding the law.

Gifted and talented education is not mandated in all states, but it should be. Minnesota is one of those states. There is very little money allocated to G/T programs, and the money that is allocated is used in other areas of each districts' budget because they are not being held accountable. Therefore, our district IS doing something to meet the needs of ALL students. That is why I was hired. Too many creative, artistic problem-solvers are not able to reach their full potential because there just is not enough money to support these types of programs. Only when a school district goes to great lengths to find grant money are they able to hire a person to teach these children in need. That is what Mr. Anderson has done.

However, this money will not last forever. Our state currently has a $4.5 billion dollar deficit. That could mean severe cuts to education across our state. This would not only be devastating to all of the children in the state of Minnesota, but it would eliminate many positions, such as the one I currently hold. America's future leaders, doctors, and lawyers are talented youth, but some of them will never see their true potential because they get lost in the shuffle. If their needs are not met, we could see some of them using their gifts and talents in a negative way instead of a positive one. Some of those who do not get their needs met resort to violence or go into severe depression. Suicide is not uncommon amongst highly intelligent, creative people—especially when their voices are never heard or their great inventions are never seen.

We have to do something NOW to help these future doctors, lawyers, problem-solvers, inventors, and leaders of tomorrow! Now more than ever, we need these students to flourish in an environment that encourages creative problem- solving and critical thinking.

I have started several enrichment programs in our K-12 building. We have over 500+ students enrolled; of those (throughout the course of a year), I will have taught over 200 of those students.

I meet with interested seventh and eighth graders on the Future City Competition. We have a mentor engineer come in once a week from October through January. We learn about all types of engineering and then apply that to our scaled model city. This year we came up with biotechnology and bioengineering ideas to help reduce or eliminate future pollution problems. Our students "discovered" a new microorganism that is an indicator for harmful bacteria or toxins that could be present in our drinking water. For example, if bioterrorists contaminated our drinking water and we did not know it, then the safe, light blue tap water would turn red and indicate that the water was unsafe. Our students learned about cyrogenics using electron microscopy. They used gene splicing to create their own hybrid plant called the "Spimarisea Plant." They took the gene from the spider plant that absorbs pollution, along with the gene from the marigold that repels insects, as well as the gene responsible for enabling seaweed to grow quickly, and came up with a plant that helps with air pollution and is a natural insecticide.

I am also working with fourth and fifth graders on a quarterly newspaper. The students write their articles, edit them, and type them. Some conduct surveys and interviews, which are highly informative. We will also begin doing some live and some pre-recorded broadcasts on our networked televisions covering "the news" around our city and the nation.

Our school participates in the world's largest creative problem solving contest called "Destination Imagination." We have kindergarten through twelfth graders involved. Currently, we have six teams going to the regional competition. Each team chooses a problem from a list of five Team Challenges, and, from October through March, they work weekly on their creative solution. The team presents a creative, six- to eight- minute skit that shows their solution. Some skits are more theatri-

cal in nature, while other are more technical. Improvisation is incorporated throughout all of the Challenges. This program teaches the students to learn to be more innovative and courageous when developing solutions to problems. They learn to compete fairly and win or lose graciously. The students acquire knowledge and skills for locating and organizing information from their individual research on the Challenge topic.

Their considerable investment of time and effort in research, practice, and presentation helps the students learn about disciplined inquiry and time management. Moreover, they take pride in their own accomplishments.

Additionally, I pull out high ability first through sixth grade students and provide reading, creative writing, and math enrichment. In the future, I hope to develop Advanced Placement courses for the high school students. I would like to individualize the top students' instruction by using curriculum compacting and test-out strategies to help meet the needs of those students.

I'd like to ask all members of Congress to not cut funding for G/T education under the Jacob Javits Gifted and Talented Act. I propose that all states be required to mandate G/T education. Then more money can be given to school districts, such as ours. Meeting the needs of ALL students is not only fair, but it is the right thing to do. America can not afford to "leave any child behind" when it comes to a child's education, and that goes for the G/T students as well!

Angela M. Jones
K-12 Educational Enrichment Coordinator for the Lakeview School District
Cottonwood, Minnesota

In Connecticut, we are heavily dependent upon all the resources that have resulted from Javits funding. We benefit not only from the use of the monographs and products disseminated from the National Research Center on the Gifted and Talented (NRC), but also from the funding that is allocated to Javits grant projects.

As the consultant for the state of Connecticut, I answer hundreds of queries each year from many constituent groups: teachers, administrators, and parents. The monographs and tri-folds produced by all branches of the NRC are clear, concise, and address timely issues. In the past, administrators were keenly interested in all the publications dealing with the grouping issue, including the monographs by Kulik and Rogers, *An Analysis of the Research on Ability Grouping and The Relationship of Grouping Practices to the Education of the Gifted and Talented Learner*, respectively. Teachers, especially teachers of the gifted, have been particularly interested in publications dealing with underserved populations. Parents consistently ask for publications dealing with the social and emotional needs of high-achieving young people, and publications that address specific populations such as Clark's monograph, *Issues and Practices Related to Identification of Gifted and Talented Students in the Visual Arts and Sheffield's study, The Development of Gifted and Talented Mathematics Students and the National Council of Teachers of Mathematics*. In addition, I know that there are many grateful parents in the state who have benefited from the free packet of information about giftedness that is sent upon request from the National Research Center.

Equally important, Connecticut has benefited from the funding that has been allocated by the federal government for Javits projects. In the latest round of 2002 Javits awards, Connecticut received two grants, Project CONN-CEPT and Project M3: Mentoring Mathematical Minds. These two awards are of critical importance. Even though Connecticut boasts the highest per capita income in the nation, it allocates no money for the education of gifted and talented students. There is no money provided to support direct services to these young people, and no money is provided to build capacity among the state's teachers to meet the unique learning needs of this population. Thus, the Javits grants projects currently underway are the single source of money to support the educational needs of gifted education students and their teachers.

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Ohio has long depended on the Javits Gifted and Talented program to provide the state with much-needed research to support policy initiatives in the area of gifted and talented education. As a direct grant recipient, Ohio districts have been able to pilot much-needed practices in the area of minority and arts identification in urban and rural areas. Project STARTID, an arts identification program developed through the last Javits grant, is the basis for a state-wide initiatives using the arts as way to work with underachieving gifted students.

As important as the direct state grants have been to Ohio, the true value of Javits is the research conducted by the National Research Center for Gifted and Talented (NRC). Ohio, as is true in most other states, does not have the resources to produce the type of in-depth research that is absolutely imperative to develop coherent gifted and talent policy. The research produced by NRC is invaluable to Ohio policymakers.

For example, Ohio is currently rewriting math and reading standards and lesson plans. We fully expect that the research on students who are advanced in reading and math currently being funded by NRC will have a direct impact on lesson plans produced in Ohio. Without this body of research, it would be very difficult for the Ohio Department of Education to map out appropriate methods to reach highly advanced students. There are times when only a centralized national body is the most efficient and effective method to produce results. The research conducted by NRC cannot be duplicated state by state. While it is a small program, it is vitally important to the education departments throughout the country.

Ann Sheldon
Executive Director of the Ohio Association for Gifted Children
Columbus, Ohio

JAVITS GRANT MULTIPLIES NUMBER OF UNDERREPRESENTED ETHNIC STUDENTS IDENTIFIED AS GIFTED OR TALENTED IN SAN DIEGO

In the late 80's there was much dissatisfaction with the method of identification for the San Diego City Schools Gifted and Talented Education (GATE) Program. We won a three-year Jacob Javits grant in order to look into the question: "How do we identify students for the GATE program using the best and fairest measure?" We linked up with San Diego State and University of California, San Diego's joint doctoral program in psychology. They sent out legions of graduate students to look through the 40, 000 case studies we had on hand. They checked to see if there were parts of old tests we could put together for our own test battery, or to see if there were variables that had bearing on the outcome of test results (e.g., the gender of the person both giving the test and taking the test).

Next, a search was conducted of all of the tests out on the market that could be used to predict high intellectual potential. The Raven Progressive Matrices surfaced as the best measure available. Because of this discovery through the use of Jacob Javits funding, San Diego City Schools was able to multiply the numbers of previously underrepresented ethnic groups of students many times over. Both visual and verbal children, bilingual and low-income students, as well as the traditional students, were now able to be identified for participation in San Diego's extensive gifted program. We will be forever grateful—as will the students.

Because of this discovery through the use of Jacob Javits funding, San Diego City Schools was able to multiply the numbers of previously underrepresented ethnic groups of students many times over.

Marcia DiJiosia,
GATE Senior Psychologist,
San Diego City Schools

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